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AUTHOR Acevedo, Sheila; Dovel, Frankie
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ABSTRACT

The Orange County Public Schools' Job Site English Project was initiated to provide employees of businesses and industries with work-related English for speakers of other languages. The program features individualized curricula that are developed after the curriculum writer visits the business/industry in need of services, analyzes the responsibilities of the individuals employed in the given job(s), and becomes familiar with the specialized technical vocabulary required for the specific job. After the curriculum is developed, a management-level employee maintains ongoing contact with the curriculum writer, and later the instructors, to provide feedback that can be used to modify the curriculum as the need arises. The class activities provided vary widely from site to site, but may include some or all of the following: building vocabulary by examining words in context, reading aloud and responding to yes/no and information questions, identifying vocabulary from pictures, repeating and acting out dialogues, practicing transformation and substitution drills, doing pronunciation and description drills, and preparing and performing situational role play assignments and speeches. As of June 1986, 290 limited English-proficient students have attended project-sponsored classes, and four additional classes are currently being planned. Disney's EPCOT Center, the Royal Plaza and Lake Buena Vista Palace hotels, Piezo Technology, Inc., and the Daniels Manufacturing Corporation are among the businesses that the project has served thus far. (Appendixes include the project needs assessment form and sample curricula, materials, and evaluation forms that have been developed for selected businesses.) (MN)

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James L. Schott
Superintendent

Joseph E. Stephens
Associate Superintendent for Postsecondary Vocational,
Adult and Community Education

L. Douglas Knoblett
Director of Postsecondary Vocational,
Adult, and Community Education

Ronald D. Froman
Senior Administrator of Adult General Education,
Community Education and Special Vocational Projects

SHEILA ACEVEDO
Curriculum Resource Teacher of the
Job-Site English Project

Frankie Dovel
Part-Time Curriculum Writer of the
Job-Site English Project

Orange County Public Schools
P. O. Box 271
Orlando, Florida 32802

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Introduction

The purpose of the Orange County Public Schools' Job-Site English Project is to provide employees of businesses and industries with work related English for Speakers of Other Languages (E.S.O.L.). This offers the employees an opportunity for better interaction with their colleagues and supervisors, thus enabling them to follow instructions more accurately and perform their duties more efficiently.

The needs of the businesses and industries served by the Job-Site English Project are so diverse that an individualized curriculum must be developed for each job site. Thus far, the 1985-1986 Job-Site English Project has provided services for Disney's EPCOT Center, The Royal Plaza and the Lake Buena Vista Palace hotels, the Vistana Resort, Piezo Technology, Inc., Daniels Manufacturing Corporation, and the Park Suite Hotel. Sites were designated by the project curriculum resource teacher based on a minimum of 12 limited English speaking students per class. In addition, the management of the business or industry involved in each project was requested to provide accommodations for classes, release time for students, assistance in scheduling classes at a convenient time, and a company liaison who would meet with project personnel weekly in order to review student progress and program success. It is certain that the project's sensitivity to the individual needs of each industry serviced has been an essential ingredient for a successful outcome.

A vital basis for the success of the Job-Site English Project has been the organization of the overall project and the processes in the development and implementation of each project class. The steps in the development of a viable program include funding, outreach, needs assessment, curriculum design, materials development, evaluation design, teacher selection and training, and publicity. Each of these areas will be described within the handbook. It must be emphasized that the elimination of any of the processes of program development may hinder program success.

Funding

During the 1984-1985 school year, funding for refugee-entrant education drastically decreased. Specialized classes for English for Speakers of Other Languages (E.S.O.L.) and job preparation were coming to an end due to a shift in emphasis of refugee-entrant legislation to resettlement and job placement. As a result, much thought and planning went into the formation of a proposal which would include education for refugees and entrants and yet include a larger population of limited English speakers (LEPs) in the Orange County area who also needed E.S.O.L. Although some 1,000 LEPs are served yearly by Orange County Public Schools, input from businesses and social service agencies indicated a growing need for E.S.O.L. classes within businesses and industries which would assist LEPs in maintaining or advancing in employment.

The concept of the Job-Site English project emerged as a possible means of providing outreach E.S.O.L. classes for LEPs within Orange County. Two grant proposals were submitted which would complement each other and provide primary and supplementary components to the project. In addition, teaching staff, support services, out-of-county travel, materials, equipment, and printing would be supplied through the Adult Basic Educational Department of Orange County Public Schools.

The proposal submitted to the Federal Vocational Funding Guide included funding for a full-time curriculum resource teacher who would develop and coordinate the project. A second proposal was

submitted to the Florida Department of Education 310 Demonstration Project Funds which included a part-time curriculum writer, in-county travel for project personnel, and supplies. Both grants were funded, thus permitting the project to develop to its fullest potential. As of June, 1986, 290 Limited English Proficient students have attended classes through the Job-Site English Project, and four additional class sites are currently being planned.

The chart which is included presents an outline of project funding (see page 5). In planning for funding of a similar project, it is suggested that the minimum requirements include a coordinator-writer, teachers, clerical support, materials, supplies, equipment such as language masters, tape recorders, and portable writing boards; and in-county travel. In smaller districts, the coordinator may be employed part-time as a coordinator-curriculum writer and/or part-time as a teacher.

SUMMARY OF PROJECT FUNDING

Budget Item	Budget Amount	Source of Funding
Project Administrator	In-Kind	Orange County Public Schools
Curriculum Resource Teacher (Salary + Benefits: 10 mos.)	$27,484	Federal Vocational Funds
Curriculum Writer/ Developer (part-time 10 months)	$13,000	Florida Dept. of Education 310 Project Funds
Clerical	In-Kind	Orange County Public Schools
In-County Travel	$ 588	Florida Dept. of Education 310 Project Funds
Supplies	$ 1,500	Florida Dept. of Education 310 Project Funds
Materials (student texts, etc.)	In-Kind	Orange County Public Schools
Equipment	In-Kind	Orange County Public Schools
Printing	In-Kind	Orange County Public Schools
Teachers' Salaries: 14 part-time	$11-$12.50 hourly	Orange County Public Schools
Out-of-County Travel (CRT to attend state conferences and 310 Project Directors Meeting)	In-Kind	Orange County Public Schools
Classrooms and Utilities	In-Kind	Businesses and Industries, with Project Classes

Initiating and Maintaining Contacts With Businesses and Industry

An essential element in developing a successful English program is the establishment of linkages with business and industry. Initial contacts may be made through membership in business organizations such as the local chamber of commerce. Contacts can also be initiated through attendance of business and industry meetings, seminars, and trade shows. Speaking engagements for community organizations also open avenues for linkage with business and industry. Social service agencies which assist limited English speakers are vital sources of program promotion, especially if they are involved in job placement because such organizations maintain a rapport with many local businesses and industries which hire limited English speakers. For the Job-Site English Project, the contacts made through attendance of business and industry meetings and through social service agencies proved to be the most successful in terms of obtaining project sites.

During the 1985-1986 project year, contacts were made with project sites in several ways. Piezo Technology, Inc., was contacted as a result of input received through the Human Services Council and Catholic Social Services. Vistana Resort and Hotel Royal Plaza became Job-Site English Project participants as a result of meetings with the Central Florida Hotel-Motel Association Educational Committee. The Palace Hotel was contacted through references from personnel at the Hotel Royal Plaza. Daniel's Manufacturing Corporation directly contacted the Adult Education Department of Orange County Public Schools and was referred to the Job-Site English Project. Initial contact was made with EPCOT Japan through the Training Department of EPCOT University.

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Upon completing initial contact with each industry or business, meetings were set up to conduct a needs assessment and establish a time line for program development and classes. In addition, a company liaison was identified at each site to meet with project personnel throughout the duration of the project.

The company liaison is essential to project development. The company liaison can be a source for dispersing information, a resource for understanding company policies and schedules, and a trouble-shooter when dealing with the logistics of classroom accommodations. By dealing with one person at each site, communication can be maintained with management in order to meet the needs of the teachers and students in terms of classroom environment, scheduling changes, or curriculum changes. In addition, meetings can be established as needed with other company personnel in order to job shadow, provide and/or receive feedback, or evaluate progress. The company liaison can assist in promoting an internal public relations campaign which recognizes individual students or the classes as a whole. At many sites, the company liaison assisted in arranging for certificates for the students as well as awards ceremonies, parties, luncheons, or other forms of recognition.

Throughout the project's duration at each site, contact should be maintained with the company liaison for a minimum of one meeting each week. Even though the meeting may be brief, it is a vital component of the program. During the meeting, topics such as student withdrawals, absenteeism, tardiness, student progress, scheduling, and feedback from management may be discussed. In addition, follow-up can be conducted through arrangements made by the liaison.

Assessing the Needs

The employer is asked to fill out a "needs assessment form" (see Appendix A) during the initial contact session. Although this assessment indicates the general areas of need, more specific information must be gathered before an adequate curriculum can be designed. The curriculum writer must not only develop a clear understanding of the specific job responsibilities of the prospective students, but also become familiar with the specialized technical vocabulary which is required on the job.

The number of job-site visits needed to set up a program varies depending on the complexity of the project. For example, the development of the first semester's curriculum for the Japanese Pavilion at EPCOT Center (see Appendix B) was completed with relative ease because it centered around the basic ESOL needs for working in merchandising with which the curriculum writer had some experience, and for which some materials are available. On the other hand, the curriculum for Daniels Manufacturing Corporation (a crimp tool manufacturing company) (see Appendix C) required many job-site visits. The curriculum writer needed to be familiar with the equipment, the process sheets, and the in-house vocabulary used in both the machinery and assembly departments of the company. In order to obtain a clear understanding of the manufacturing process, it was necessary for the curriculum writer to spend several days working on tool assembly with the other workers in the assembly department. Acquiring this experience and knowledge was an

important step in designing a curriculum which would meet the precise needs of both the employers and the employees.

When designing job-site projects for the hotel/motel industry, it is important to deal with each site individually even though their needs might be similar. The Job-Site English project at the Royal Plaza Hotel included employees from a variety of departments (housekeeping, food and beverage, and laundry), so the curriculum was developed to meet a variety of needs (see Appendix D). The employees from the Lake Buena Vista Palace Hotel who participated in the first program were all from the housekeeping department and, therefore, the curriculum and the materials used were pertinent only to that department's needs (see Appendices E and F, No. 1 and No. 2). It is also important to note that each hotel/motel has its own set of procedures and in-house terminology. This individuality must be reflected in the curriculum and in the materials which are developed.

At this initial stage in the project's development, it is extremely important to develop a clear rapport with an employee from the management level who will serve as a liaison between the industry and the job-site project. This will be the person with whom the curriculum writer and later the instructors will maintain on-going contact throughout the program. In this way the project receives continuous feedback and, therefore, adjustments can be made in the curriculum if necessary.

Building the Curriculum

Once the needs assessment has been completed, the curriculum writer must evaluate the established needs in order to clearly identify the specific goals of the course. Then these goals must be subdivided into the individual topics to be covered in the course. According to the curriculum writer, the order in which the topics are to be presented should be determined by the linguistic difficulty of each topic, and the topics should not be taught out of sequence unless the employer or the students indicate that there is an urgent, immediate need for a particular topic to be covered.

The curriculum writer also needs to be aware of the English proficiency level of the students coming into the course because this information is essential in planning the amount of instruction time which should be dedicated to pursuing each topic. Actually, it is even more helpful if the curriculum writer can talk directly with the prospective students. This provides the curriculum writer with an opportunity to assess the actual language level of the students while gaining insight into their expectations of the project. When developing the curriculum for EPCOT/Japan (see Appendix B), the curriculum writer was able to interview the students during the designing phase, and as a result very few adjustments were necessary once the classes began. In contrast, the curriculum writer did not talk to the prospective students when designing the curriculum for Daniels Manufacturing Corporation, and the project was originally designed as a 10-week course. After the

classes began, it became apparent that the students would not be able to adequately cover the material in 10 weeks, so the project was extended to 15 weeks (see Appendix C).

The final format of the curriculum will establish the topics which will be covered, the order in which they will be presented, and the amount of time which should be allotted to each topic. This format should then be presented to the employer for his/her approval before further program development is done.

Developing Materials

Upon completion of the needs assessment and the curriculum design, the development of materials may begin. Two basic texts were utilized as a basis for the Job Site English Project during 1985-86. They are as follows:

Mrowicki, Linda. Let's Work Safely! Palatine, IL: Linmore Publishing, Inc., P. O. Box 1545, Palatine, IL 60078, 1984.

Robinson, Catherine, and Jenise Rowekamp. Speaking Up at Work. New York: Oxford University Press, 1985.

Supplemental texts included the Janus CAP Series (Career Awareness Plus) which is available through Janus Book Publishers, 2501 Industrial Parkway West, Hayward, California 94545; and English Pronunciation Exercises for Japanese Students available from Regents Publishing Co., Inc., in New York.

Supplemental materials may be developed by the curriculum resource teacher, the curriculum writer and the teachers. Materials development should not be initiated before oral interviews of the students in order to determine the levels of students' ability. Generally, materials may be developed for three levels of student ability: low, intermediate, and advanced.

The student levels can be identified through the Mainstream English Language Training Project (MELT: Refugee Materials Center, U. S. Department of Education, 324 East 11 Street, 9th Floor, Kansas City, Missouri 64106) as follows:

MELT Student Performance Levels	Job Site English Project Levels
0 - II	Low
III - V	Intermediate
VI - VIII	Advanced
IX - X	Nonparticipants in the project

If there is time to test the students prior to materials development with the B.E.S.T. Test (Basic English Skills Test) which is available through the MELT Project, it would be beneficial to the developer. However, an Oral Proficiency Interview (OPI) will also serve as an indicator of levels of students for which materials must be designed. During the interview process, the curriculum resource teacher and writer also surveyed the students' requests for specific instruction which were included in the course design. The oral interview process will provide a very accurate indication of the levels of students who will participate in the program, thus eliminating the development of unnecessary curriculum and materials.

In all of the classes for which materials were developed during the 1985-1986 project year, more than one level was found to exist. In classes where only one teacher was assigned to teach, materials were developed or adapted to the needs of the varying levels.

Included in the appendices are samples of materials developed for Buena Vista Palace (Appendix F, No. 1 and No. 2); Piezo Technology, Inc. (Appendix G, No. 1, No. 2, and No. 3); and Vistana Resort (Appendix H). Although some of these materials are very technical in nature, adaptation to lower student performance levels was completed through the utilization of E.S.O.L. techniques.

When teaching students at the low level, techniques and methods were employed which included the following:

1. Diagrams
2. Pocket charts
3. Flash cards
4. Sentence strips
5. Flannel boards
6. Flip charts
7. Language Master cards
8. Cassettes
9. Realia
10. Role play
11. Overhead transparencies
12. total Physical Response
13. Aural/oral activities
14. Number charts

Techniques and methods utilized at intermediate levels included:

1. Flash cards
2. Sentence strips
3. Flip charts
4. Language Master cards
5. Cassettes
6. Realia
7. Role play
8. Overhead transparencies
9. Aural/oral activities
10. Writing (chalk) boards
11. Writing activities

The following techniques and methods were included at the advanced levels:

1. Flip charts
2. Language Master cards
3. Cassettes
4. Realia
5. Role play
6. Overhead transparencies
7. Aural/oral activities
8. Writing (chalk) boards
9. Writing activities

It is important to include a wide variety of activities and materials which are primarily aural/oral at the low level. Often

students at this level are non-literate in English and in their native languages. Within a six- to fourteen-week course, it is not possible to teach literacy to non-literate students in addition to English. They may, however, be exposed to written English after developing aural/oral skills. For many students, these classes were their first exposure to written English in a classroom environment. Therefore, the teachers developed written materials in proportion to the individual student's abilities and immediate needs. The use of audio-visual materials and realia are essential for success at the lower levels of student performance.

The majority of the intermediate level students were literate in their native languages and had studied English previously. Thus, materials could be included which would permit students to build on their existing skills.

The advanced-level students had all studied English previously and had a basic command of English. Materials were, therefore, developed which would challenge them to increase all of their skills, especially conversational and written skills needed for employment.

All students received the same basic curriculum. Only the variety of techniques and activities was altered in order to meet the needs of each student level. An example of this concept is the packet of dialogues which were developed for the housekeeping department at the Buena Vista Palace Hotel. In order to teach the low-level students, the teacher employed a flannel board with cut-outs of the setting and characters. She also used the cassette recording of the dialogues and student role plays. The students

did not receive a copy of the scripts, but learned the dialogues through aural/ oral methods. The intermediate and advanced levels received copies of the dialogues and also listened to the cassette tapes. The advanced-level students were also able to complete written exercises using vocabulary within the dialogues.

When it is impossible to level students into different groups due to a small number of students or limited teaching staff, materials can be developed for the levels, and the teacher can include large-group and small-group activities as well as individualized activities. In addition, advanced students may peer tutor. Peer tutoring reinforces the skills of the advanced student while enhancing the skills of the other students involved. Activities for individualization may include the use of language masters, tape recorders or handouts. Peer tutoring may include a variety of activities as long as the student involved as the tutor has mastered all of the prerequisite skills necessary to complete the activities. Further, the teacher must provide explicit instructions and follow-up activities.

The development of materials may continue throughout the duration of classes. Flexibility and creativity are vital to the development of successful materials. Finally, it is recommended that materials should be viewed as a means to an end. If they do not serve the purpose for which they were created, alter or eliminate them. Learning must involve receptive and active participation by the students. Activities should be varied, interesting, and fun to the students. They must also be designed to meet the needs of adult learners.

Selecting and Training Teachers

When selecting teachers for the Job-Site English Project, several aspects were taken into consideration. First, teachers were sought who were certified in E.S.O.L. or English and who had experience teaching limited English speaking adults or who had expertise in the business or industry in which classes would be held. Secondly, teachers were interviewed to determine interest in the project, flexibility in teaching hours, willingness to teach at the job site, and empathy for students from a variety of ethnic groups. Thirdly, teachers willing to utilize a variety of methods and techniques were selected as opposed to those who preferred traditional methods and techniques.

In situations where two or more teachers taught together as a team, teachers with a variety of professional strengths were selected as team members. An example of this concept was the Piezo Technology, Inc., Job-Site English Project. Four teachers worked as a team to teach sixty-nine students from six language groups during five lunch shifts. One teacher was certified in electronics, a second teacher was certified in English and fluent in Spanish, a third teacher was certified in elementary education with vast experience in teaching E.S.O.L. to adults, and the fourth was certified in home economics with experience in refugee education. Although the electronics teacher had no language teaching experience, he was able to provide valuable input into the development of technical language while learning techniques and methods for teaching technical language and skills to limited English-speaking

adults. The other three teachers had no background in electronics, but were able to apply second language teaching techniques and methods to the field of electronics.

At all other project sites, the teachers who were hired were experienced E.S.O.L. teachers. Pre-training was given to all teachers before classes began. Pre-training included a tour of the business or industry site, a review of the curriculum to be taught, a review of the texts, a discussion of the types of methodology and teaching techniques to be employed, testing procedures, scheduling, and a review of the potential class population. In addition, the curriculum resource teacher and the curriculum writer visited each class site throughout the project in order to provide on-going training, feedback, and suggestions.

Pre-training was found to be an important link to program success by providing a structured learning environment for the students. The continuous input by the curriculum resource teacher and curriculum writer and the discussions with the teachers provided additional valuable feedback in order to restructure materials or curriculum, thus guaranteeing that the program constantly met student needs. Additionally, feedback from the company liaison provided information regarding new policies or procedures which needed to be included in the curriculum.

It is suggested that any district considering the development of a job-site project include provisions for pre-training of the teachers for a minimum half-day session. Weekly meetings of approximately one hour are further recommended in order to maintain a parallel articulation of class progress. Teachers without E.S.O.L.

experience will benefit from an individualized training program which emphasizes E.S.O.L. methods and techniques. Appendix I provides a list of materials beneficial to the training of teachers for job-site English classes.

Implementing the Program

The instructors of the Job-Site English Project must be prepared to establish a learning environment in whatever space that is made available to them because many industries cannot provide a traditional classroom setting. The Piezo Technology, Inc., classes were held in the employees' nonsmoking cafeteria. The EPCOT/Japan and the Royal Plaza Hotel projects were held in conference rooms, while the Daniel Manufacturing Corporation classes were held in the employees' break room, and the Lake Buena Vista Palace Hotel project was held in the Laughing Kookaburra Lounge. The key words for instructors are "flexibility" and "preparation." Instructors must be flexible enough to hold classes at a different location within the industry at a moment's notice, and classes should be designed with this element of flexibility in mind. Also, it is helpful if there is space available for the storage of materials at the job site. This allows students the opportunity to practice with the language master materials and read over the texts and other materials during their break periods. Since the motivational level of the students is generally high, we find that many students take advantage of this opportunity if there is storage space available.

All classroom activities should be designed in a way that requires the students to think and speak in English. A variety of activities should be used during each class session in order to maintain the interest level of the students, and each activity must challenge the students' abilities to actively participate in

English. Class sessions could include activities such as:

1. Building vocabulary from examining words in context
2. Reading aloud and responding to both yes/no and information questions
3. Identifying vocabulary items from pictures and/or realia
4. Responding to questions about vocabulary items regarding size, shape, color, function
5. Repeating and acting out dialogues
6. Practicing transformation and substitution drills
7. Pronunciation drills to correct special problems
8. Description drills (have students describe another student or describe present, past, or everyday actions)
9. Preparing and performing situational role play assignments
10. Giving one to three minute speeches on assigned topics.

The above suggestions represent only a few appropriate activities, but please note that the purpose of each activity is to create situations which require the students to speak English as much as possible. These activities (and any others which might be appropriate) must then be adapted to accommodate the materials which cover the topics required by the curriculum.

A knowledge of the cultural background of the prospective students is also helpful to the instructor when planning the class activities. For example, the Japanese students in the EPCOT/Japan project were not comfortable when asked to respond to questions about their personal opinions or reactions to life styles here in

the United States. On the other hand, they responded well to role play assignments, pronunciation and vocabulary building drills, giving speeches and reading aloud. It is uncommon in Japanese culture to have a conversational language class, and it is even more uncommon for the Japanese to share their inner thoughts in front of a group. When the instructor became aware of this cultural dilemma, she was able to make the necessary adjustments and the class sessions were much more effective. In order to have successful classroom sessions, the instructor always needs to be aware of the types of activities which would promote conversational English without causing the students to feel uncomfortable because of a cultural conflict.

Consequently, the successful implementation of the program relies heavily on the instructor's effective use of classroom activities which focus on student activity. Once the materials are incorporated into these student-focused activities, the instructor is prepared to implement the program. The implementation process is then fine-tuned when the instructor's awareness and sensitivity to cultural differences determine which activities would be the most appropriate for the class sessions. Then the classes are ready to begin.

Evaluating Student Progress

After the specific goals of the course have been clearly identified and the curriculum has been designed, the curriculum writer is ready to concentrate on developing an appropriate evaluation tool. During this development phase, special attention must be given to the desired student behavioral outcomes (responses) as they relate to the goals of the course. The objective for the first semester's EPCOT/Japan course was for students to be able to communicate clearly with the guests who entered the shop. In order to evaluate student progress, a competency-based checklist was developed to monitor student achievements (see Appendix J). The objectives which were established for the second semester's EPCOT/Japan course were more diversified and, therefore, the evaluation tool was designed to measure a variety of student accomplishments (see Appendix K). This particular evaluation tool was used as a pre- and posttest, and because it included both oral and written sections, evaluated the students' abilities to respond to both spoken and written English, while measuring the students' knowledge of the information which was covered in the course.

The evaluation tool which was designed as a pre- and posttest for the students of the Lake Buena Vista Palace Hotel's housekeeping department (see Appendix L) also included oral and written sections in order to measure student progress in both areas. This evaluation, however, included two elements which were not present in the EPCOT/Japan evaluation. Section five of the Palace evaluation not only required students to sight read words, but it also

required them to discuss the meanings of those words. The EPCOT/ Japan word sight reading section was for pronunciation purposes only. Section three of the Palace evaluation required the use of deductive reasoning, and this was clearly the most difficult section of the test. Since the understanding of work schedules and the use of deductive reasoning were considered to be desired behavioral outcomes of the course, this section was extremely appropriate for the evaluation tool.

Ideally, an evaluation tool should be developed for each course that is taught. In some cases, however, the employer's insistence on beginning the course immediately after the initial contact session creates time constraints which make it difficult and sometimes impossible to develop the evaluation tool in time.

In conclusion, the items which should be included in the evaluation tool are those that directly reflect the desired student behavioral outcomes as a result of having taken the course. In other words, the curriculum writer must identify the desired outcomes in terms of student behavior and then design evaluation items which require the use of these behavioral outcomes in order to successfully respond. The evaluation tool must reflect the skill areas which will be taught such as reading, writing, speaking and listening. The evaluation instrument must also reflect the vocabulary to be taught and cultural insights such as understanding schedules, time, introductions, or responding to small talk with co-workers and/or supervisors.

Florida requires the administration of the Test of Adult Basic Education (T.A.B.E.) to all adult basic education students

including those taking E.S.O.L. Students must take the locator test which determines the level of the T.A.B.E. to be administered. If the student attempts, but is unable to complete the T.A.B.E. because of non-literacy, this must be documented. the student must then be tested at a later date when his or her literary level has improved.

The T.A.B.E., in addition to specifically designed job-site evaluation tools, provides basic information to project personnel which is useful to the educational development of each student. When planning the course curriculum, it is important to schedule additional class time for student evaluation.

Evaluating Program Success

The primary measure of evaluating program success is through an analysis of student evaluations. Cumulative evaluations are conducted in the forms of students' pre- and posttests and teacher-made evaluations in which the teachers monitor student progress. In addition to these forms of evaluation, summative evaluation is conducted through the use of a course evaluation which is completed by each student.

The cumulative course evaluation initially designed for EPCOT/Japan (see Appendix M) is an example of a general course evaluation which should be completed by each student at the end of the course in order to provide an overall determination of the course outcome. This instrument provides feedback to the teacher, curriculum writer and coordinator about the effectiveness of the materials, course content and instructor.

In addition to cumulative and summative evaluations, the coordinator and curriculum writer obtained informal feedback throughout each project course from managers and the company liaison during meetings and by telephone. It is imperative when providing classes at businesses and industries to maintain an awareness of the status of program success and to correct any deficiencies immediately. Since a job-site project involves the utilization of facilities as well as often involving release time for employees to attend classes, failure to provide a successful program may be seen as a means of loss of profit by management.

Conversely, a successful program provides a profitable return in terms of increasing employees' skills. Further, improvement in communication by employees enhances concepts and attitudes and often enriches communication within the business or industry.

For example, at Piezo Technology, Inc., employees who participated in Job-Site English classes began to speak with co-workers and supervisors informally. The management expressed that this interaction helped to increase production and decrease production errors. At the Buena Vista Palace Hotel housekeeping department, according to managers, employees who participated in Job-Site English classes began speaking with supervisors and guests and were better able to understand schedules, benefits, and uniform policies.

As the project progressed, a management evaluation form was designed as a means of obtaining a formal project evaluation from company management (see Appendix N). The management evaluation form provides written feedback from company representatives in regard to the total program success.

Through the processes of cumulative and summative evaluations, an accurate indication of program success will become evident. Feedback provided by students and management assists the project coordinator and curriculum writer in adjusting curriculum, materials, and methods of instruction throughout the program and for future classes.

Publicity

The concept of the Job-Site English Project was new in 1985 to Orange County Public Schools as well as to businesses and industries in the area. In order to introduce the project to the county, several strategies were employed.

Initially, the project was explained to colleagues within Orange County Public Schools during staff meetings and through individual meetings between directors and the project curriculum resource teacher. Information was also presented to the Adult General Community Education Advisory Council and members of the vocational education department. Internal publicity was further disseminated through articles in For Adults Only, A Newsletter By, For, and About Adult Education, which is distributed through the adult education department.

External publicity was distributed through a two-page information form utilizing a question-answer format (see Appendix O). The form was duplicated on letterhead and sent to prospective businesses and industries in order to provide an overview of the program. Follow-up was conducted through telephone conversations and interviews with managers at prospective sites.

In addition to the information sheet, an article appeared in Volume 14, Number 3, of the Orange County Public Schools Educator which was published in January of 1986. The article entitled "English Program Reaches Out to Industry" described the EPCOT Japan project. The Educator is distributed to 250,000 households in Orange County on a quarterly basis.

Publicity assists the community business and industry personnel and prospective teachers and students in understanding program goals, objectives, and results. External publicity reaches prospective students, teachers, businesses, and industries. Internal publicity reaches colleagues, managers, supervisors, and project staff. Both provide a positive means of presenting information about project development which aids in project development and expansion.

Summary

The Orange County Public Schools Job-Site English Project has successfully served 290 students during the 1985-1986 school year. Eighteen classes have been conducted at seven sites within businesses and industries as of June 30, 1986. Continuation and expansion of the project is expected during the 1986-1987 school year. Funding is being sought through a proposal submitted to the Federal Vocational Funding Guide and through district vocational centers and community schools.

The Job-Site English Project was selected by the Adult and Community Education (ACE) Network sponsored by the Florida Bureau of Adult and Community Education as one of ten exemplary programs in adult education in Florida during the 1985-1986 school year. Through the ACE Network, Florida adult and community education agencies may receive assistance in the process of adoption of the Job-Site English Project. Information may be obtained by contacting the ACE Network as follows:

ACE Network
The Center for Instructional Development and Services
2003 Apalachee Parkway
Tallahassee, FL 32301-4829
Telephone: (904) 487-2054
SUNCOM 277-2054
Toll-free (800) 428-1194

When considering methods for reaching limited English proficient adults in communities where transportation is limited, child care is not available to all, and many limited English proficient adults are not able to attend classes because of work schedules,

job-site classes may be a viable alternative to regular adult ESOL classes. The classes benefit the students by providing them with the basic English skills which they need to retain and/or advance in their employment. The project benefits businesses and industry by helping employees to communicate more efficiently, thus assisting morale, communication among all employees, and production. The program benefits the school district by permitting us to serve the educational needs of limited English proficient adults within the community. Initially, time and energy must be devoted to the design and development of project classes, but the rewards are well worth the effort expended.

Appendix A

ORANGE COUNTY PUBLIC SCHOOLS ADULT EDUCATION
QUESTIONNAIRE FOR JOB-SITE ENGLISH PROGRAM

I. General information (to be filled out by Department Heads)

A. Personal information

1. Name _____ Date _____

2. Position _____ Dept _____

3. Company Address _____

_____

4. Phone # _____ Best days & hours to contact _____

B. Departmental Data

1. Total number of employees in your department _____

a. Number of employees who are:
Limited-English Proficient (LEP) _____

b. Of those who are LEP, how many are:
Non-literate in English? _____

2. Check languages represented among LEP employees, and give approximate number:

	(check)	(percentage)
a. Spanish	_____	_____
b. Haitian-Creole	_____	_____
c. Asian (list)		
i. Vietnamese		_____
ii. Laotian		_____
iii. Cambodian		_____
iv. Chinese		_____
v. Other		_____
d. European (list)		
i. French		_____
ii. German		_____
iii. Polish		_____
iv. Other		_____
e. Other (list)		
i.	_____	_____
ii.	_____	_____

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3. Within your department, what jobs do LEP employees perform?

a.	_____	g.	_____
b.	_____	h.	_____
c.	_____	i.	_____
d.	_____	j.	_____
e.	_____	k.	_____
f.	_____	l.	_____

4. In each of these jobs, with whom do LEP employees interact (check); and about what percent of their time is spent in these types of interactions?

	(check)	(percent time)
a. Supervisors	_____	_____
b. Co-workers	_____	_____
c. Guests/Patients/Clients/Customers	_____	_____
d. Others _____	_____	_____
_____	_____	_____

II. Assessment of LEP Employee Limitations (to be filled out by Department heads and additional staff/supervisors).

List additional staff:

Name _____ Position _____

Name _____ Position _____

From your perspective and experience with LEP employees, check those areas/items which pose special problems for them on the job.

	Major Problem	Minor Problem	No Problem
A. Company policies and procedures			
1. Understanding and/or completing routine forms:			
a. Application	_____	_____	_____
b. Tax (W-2, W-4)	_____	_____	_____
c. Medical Insurance	_____	_____	_____
d. Life Insurance	_____	_____	_____
e. Credit Union	_____	_____	_____
f. Paycheck (deductions, etc.)	_____	_____	_____

	Major Problem	Minor Problem	No Problem
2. Understanding and following standard policies/rules:			
a. Hours/shifts, weekly schedules			
b. Tardiness, docking			
c. Overtime			
d. Breaks			
e. Sick days/calling in sick			
3. Understanding and participating in performance reviews and evaluations: (e.g. ability to discuss ways to improve work habits and maintain improved performance).			
4. Large turnover (e.g. employees quit or are terminated).			
5. Not advancing through promotions (e.g. understanding of working more independently or taking increased responsibility).			
6. Understanding and following safety procedures			
7. Understanding and using proper channels of communication to disucss problems, etc.			
8. Other (list)			
_____			
_____			
_____			
9. Language Work related			
1. Understanding job duties.			
2. Understanding specific work processes, especially for starting and stopping tasks.			
3. Understanding work-related tools, equipment and materials.			
4. Understanding and indicating work-related locations.			
5. Understanding work-related time factors (e.g. telling time, asking and answering questions regarding time.)			

	Major Problem	Minor Problem	No Problem
5. Understanding work-related time factors (e.g. telling time, asking and answering questions regarding time.)			
6. Understanding and carrying out work-related measurements.			
7. Understanding and explaining reasons for actions.			
8. Understanding or describing characteristics of work-related objects or processes.			
9. Understanding instructions about work processes.			
10. Requesting clarification of instructions.			
11. Asking for help; stating needs.			
12. Reporting problems.			
13. Understanding and correcting errors.			
14. Understanding and following changes or redirections.			
15. Recognizing expressions for interruptions.			
16. Acknowledgement of being spoken to.			
17. Describing/reporting work completed.			
18. Understanding or making evaluations about quality of work performed.			
19. Understanding or giving warning or cautions.			
20. Taking and passing on a message.			
21. Understanding written notices, memos, newsletters.			
22. Other (list)			
_____			
_____			

	Major Problem	Minor Problem	No Problem
C. Language: Social Interaction on the job.			
1. Understanding general conversation around them so that awkward situations do not arise (e.g., understanding slang, "in house" terms, style of other ethnic groups).	_____	_____	_____
2. Initiating and responding to introductions, greetings and conversational openers.	_____	_____	_____
3. Initiating and responding to small talk (with co-workers, patients, or guests).	_____	_____	_____
4. Extending and responding to an invitation (e.g., "Let's meet at break for a cup of coffee.")	_____	_____	_____
5. Closing a conversation or recognizing when a conversation has been closed (e.g., leave-taking).	_____	_____	_____
6. Other (list)			
_____	_____	_____	_____
_____	_____	_____	_____
D. Cultural/coping factors.			
1. Sticking together versus mixing with other workers.	_____	_____	_____
2. Dietary habits.	_____	_____	_____
3. Personal health/sanitary habits.	_____	_____	_____
4. Transportation problems.	_____	_____	_____
5. Childcare problems.	_____	_____	_____
6. Other (list)			
_____	_____	_____	_____
_____	_____	_____	_____

Thank you again for your time in filling out this questionnaire.

Appendix B

ORANGE COUNTY PUBLIC SCHOOLS
JOB SITE ENGLISH PROJECT
EPCOT CENTER: JAPAN

COURSE OBJECTIVE:

1) To enhance the students' ability to effectively attend to English speaking guests.

2) To familiarize students with aspects of American culture in order to successfully interact with American guests.

TUESDAY, OCTOBER 15

1. Introduction to teacher
2. Course syllabus
3. Registration
4. Numbers
5. Dealing with money
6. Counting change

SATURDAY, OCTOBER 19

1. Guided role play: Returning change to guests
2. Understanding and responding to guests' questions concerning store items

TUESDAY, OCTOBER 22

Cultural Unit I: How Americans view themselves

1. The importance of the individual
2. The importance of the family
3. The value of other people
4. The basis of social control in the community

SATURDAY, OCTOBER 26

1. Polite greetings and introductions
2. Polite expressions used when asking for clarification
3. Dealing with rudeness

TUESDAY, OCTOBER 29

1. Vocabulary: Store items
2. Guided role play: Utilizing store vocabulary
3. Essential Idioms, Lesson 1

SATURDAY, NOVEMBER 2

Cultural Unit II: How Americans view their relationships with others

1. Relationships at work
2. New acquaintances
3. The characteristics of friendships
4. Dealing with conflict
5. Primary methods of social interaction with friends

TUESDAY, NOVEMBER 5

1. Providing directions to locate items within the store
2. Providing descriptions of the other areas within Japan
3. Providing directions to the other locations within Japan

SATURDAY, NOVEMBER 9

Guest Speaker

1. The Structure of American Businesses

TUESDAY, NOVEMBER 12

1. Providing general directions to other locations within EPCOT Center
2. Providing general directions to other locations within Disney World
3. Essential Idioms, Lesson 5

SATURDAY, NOVEMBER 16

1. Vocabulary review of store items and giving directions
2. Essential Idioms, Lessons 6 and 7

TUESDAY, NOVEMBER 19

Cultural Unit III: How Americans view the world

1. The functioning of nature
2. The role of fate in life
3. The relationship between man and nature
4. View of time
5. Basis for decision making

SATURDAY, NOVEMBER 23

1. Discussion of American Holidays
2. Discussion of American Educational System
3. Essential Idioms, Lessons 24 and 29

TUESDAY, DECEMBER 3

1. Review of course content emphasizing store vocabulary and idioms
2. Guided role play:

   a. Counting back change
   b. Providing directions
   c. Responding to guests' questions about store items

Appendix C

Daniels Manufacturing Corporation
Job-Site English Project
Orange County Public Schools

Curriculum

Week 1

1. Initiating and responding to greetings
2. Making and responding to introductions
3. Understanding and responding to both yes/no and information questions about everyday occurrences utilizing the simple tenses (past, present, and future)

Week 2

1. The formation of yes/no and information questions about everyday situations utilizing the simple tenses
2. Numbers and measurements
3. Understanding pay checks

Week 3

1. Using the telephone and phoning in sick or late
2. Asking for help
3. Understanding directions and explanations (general vocabulary involving locations of items and work stations within DMC)

Week 4

1. Identifying safety clothing
2. Reporting a potentially unsafe condition
3. Reporting an injury
4. Emergency procedures

Week 5

1. Presentation of the names of the tools and machines used at DMC (and their basic functions)
2. Student descriptions of the tasks which they perform on a daily basis
3. Asking for clarification or explanations

Weeks 6 and 7

During weeks 6 and 7, the class will be divided into three groups: (1) Machinery, (2) Assembly, and (3) Environmental Engineering. During every class each, group will work with the instructor for 20 minutes, and then they will work with the language master cards which correspond to their job responsibilities.

Week 8

1. Overall view of the products manufactured by DMC
2. The importance of precision in each person's contribution to the total product
3. Student descriptions of their specific job responsibilities

Week 9

1. Company insurance benefits
2. The proper way to fill out insurance forms
3. Explanation of the prepaid legal services benefits

Week 10

1. Review of course content
2. Evaluation of course

Appendix D

ORANGE COUNTY PUBLIC SCHOOLS
Hotel Royal Plaza Job Site Project

Curriculum

1. Greeting and Addressing People:

   A. Speaking Up at Work: pages 1-5
   B. Classroom practice
   C. Cultural Insights: Forms of Address in the United States

2. Asking for Clarification:

   A. Speaking Up at Work: pages 6-10
   *B. Additional exercises

3. Asking for Help:

   A. Speaking Up at Work: pages 43-49
   *B. Additional exercises

4. Being Polite:

   A. Speaking Up at Work: pages 75-82
   *B. Additional exercises
   C. Cultural Insights: Levels of Formality

5. Getting Incorrect Work Explained:

   A. Speaking Up at Work: pages 83-86
   *B. Additional exercises

6. Phoning in Sick:

   A. Speaking Up at Work: pages 15-19
   B. Royal Plaza Handbook
   C. Practice with phones

7. Work Schedules:

   A. Speaking Up at Work: pages 11-14
   B. Royal Plaza Handbook
   C. Telling time (for those who need it)
   D. Cultural Insights: "American" Time

8. Giving and Asking for Directions:

   A. Speaking Up at Work: pages 20-30
   B. Floor plan of Royal Plaza
   C. Map of parking lot at Royal Plaza
   *D. Additional exercises

9. Apologizing:

   A. Speaking Up at Work: pages 91-96
   *B. Additional exercises
   C. Cultural Insights: Levels of Formality

10. Understanding Paychecks:

    A. Speaking Up at Work: pages 50-60
    *B. Additional exercises

11. Employee Handbook: Dress and Grooming:

    A. Royal Plaza Handbook
    B. Cultural Insights: Personal Hygiene in the United States

12. Talking About Tools and Parts:

    A. Speaking Up at Work: pages 97-103
    *B. Additional exercises and materials (language master cards, hands on, etc.)

13. Safety Language:

    A. Let's Work Safely!
    B. "Right to Know" Law
    *C. Additional exercises

14. Understanding Procedure Changes:

    A. Speaking Up at Work: pages 125-132
    *B. Additional exercises

15. Discussing Problems:

    A. Speaking Up at Work: pages 141-145
    *B. Additional exercises

16. Receiving and Delivering Messages:

    A. Speaking Up at Work: pages 155-161
    *B. Additional exercises (housekeeping, kitchen, etc.)

17. Employee Benefits:

    A. Speaking Up at Work: pages 118-119
    B. Royal Plaza Handbook

18. Evaluations and Advancement:

    A. Royal Plaza Policy
    *B. Additional exercises

19. Making Friends:

    A. Speaking Up at Work: pages 165-168
    *B. Additional exercises
    C. Cultural Insights: Types of Acquaintances and Friends in the United States

*Additional exercises will be developed specifically for Hotel Royal Plaza employees.

Appendix E

Lake Buena Vista Palace Hotel Housekeeping Department
Job-Site English Project
Orange County Public Schools

Curriculum

NOTE: Text - Speaking Up at Work
Dialogues developed specifically to meet the needs of this project (see attachment)

Week 1

1. Pretesting to determine the students' language levels
2. Greetings and introduction (text, Unit 1)
3. Recognition and identification of numbers 1 to 99

Week 2

1. Continuation of pretesting
2. Dress code requirements
3. Review of numbers
4. Identification of supplies used in the housekeeping department
5. Counting the supplies (soaps, towels, shampoo, etc.)
6. Cardinal numbers to identify the floors in the hotel
7. The vocabulary necessary for filling out laundry lists for guests' clothing

Week 3

1. Students are divided into three groups according to the students' language levels as determined by the pretest.
2. Review and practice with the topics covered in weeks 1 and 2

Week 4

1. Filling out application forms (name and address)
2. Numbers of 3 and 4 digits
3. The use of the telephone for calling in sick and calling in late (text, Unit 2)
4. Vocabulary for parts of the body and describing an illness
5. Dialogues 1, 2, and 3

Week 5

1. Filling out application forms (telephone number, social security number, date and place of birth, citizenship and alien number)
2. Understanding work schedules (test, Units 1 and 2)
3. Dialogues 4 and 5
4. Asking for help (test, Unit 3)

Week 6

1. Giving and asking for directions (text, Unit 2)
2. Expressing locations through the use of prepositions
3. Dialogues 6 and 7

Week 7

1. Review of Dialogue 7
2. Getting incorrect work explained (text, Unit 5)
3. Apologizing (text, Unit 6)
4. Vocabulary practice and Dialogues 8 and 9

Week 8

1. Reporting unsafe conditions (text, Unit 4)
2. Reporting an accident and assisting an injured person (text, Unit 4)
3. Lifting (text - Let's Work Safely)
4. Vocabulary practice and Dialogue 10

Week 9

1. Vocabulary practice and Dialogues 11, 12, and 13
2. Discussing problems (text, Unit 9)
3. Role play utilizing the vocabulary and situations of Dialogues 11, 12, and 13

Week 10

1. Receiving and delivering messages
2. Vocabulary practice and Dialogues 14 and 15
3. Understanding and responding to procedure changes (text, Unit 8)

Week 11

1. Vocabulary practice and Dialogues 16, 17, and 18
2. Hotel policies in dealing with room security, loss prevention, and trespassers

Week 12

1. Review course content
2. Presentation of the benefits available to employees of the Palace Hotel
3. Posttest and course evaluation

Appendix F

ORANGE COUNTY PUBLIC SCHOOLS
Job Site English Project: Buena Vista Palace
Vocabulary List: Housekeeping

absent
accident
after
air
air conditioner
all-purpose cleaner
almost
amenities
another
application
armoire
arrange
arrive
Arthur's Restaurant
ashtray
assignment

balcony
bar
bath powder
bath towel
bathing suit
bathroom
bathtub
Be careful!
bed
bedspread
before
Bible
blanket
broken
broom
bubble bath
bucket
Buena
bump into
busy

cafeteria
call
carnation
carpet
cart
caution
ceiling fan
change
check in
check out
clean
cleaning
clock
clock in
clock out
close
coffee shop
cold
commode
concierge
condition
costume
credits

date
day
daybed
deliver
deodorizer
dial in
dial out
dining room
directory
dirty
Disney Channel Guide
Do not disturb.
done
Don't bump into the furniture
Don't bump into the walls!
door
down
drapes
drawer
dresser
dry
drycleaning
drycleaning bags
drycleaning list
dust
dust cloth
dust pan
dust rag

Page 2 -- Vocabulary List: Housekeeping

early
elevator
emergency
employee
empty
enter
escalator
exhibition hall
extinguisher

face cloth
faucet
fine
finished
fix
flammable
floor
floor lamp
Florida Magazine
flower
for
front desk
furniture

garbage
glasses
great hall
guest

hall
hand towel
hanger
help
high
hot
hotel
housekeeping

ice bucket
important
incorrect
injury
inspect
iron

job

key
kitchen
Kleenex
Kookaburra Lounge

lamp
late
later
laundry
laundry bag
lid
lift
light bulb
lights
linens
locker
lose
low
luggage

make-up mirror
many
mark
matches
medium
menu
message
messy
Mickey Mouse
mints
mirror
missed
month
mop
move

newspaper
next
nightstand
no
not
note pad
number

Page 3 -- Vocabulary List: Housekeeping

occupied
Occupied and Dirty
of
on
open
out
Outback
outlet
overtime

pail
Palace Press
pen
pencil
phone book
pillow
pillow case
plug
poison
pool
press
problem
put

ready
remote control
replace
report
request
restaurant
return
room
room attendent
room service
rose

safety
sanitary bags
scratch pad
seashell dish
section
security
send out
service bar
set
sewing kit

shampoo
sheets
shoehorn
shower cap
sink
sliding glass doors
smoking
soap
soap dish
some
staff
stationary
status
stopper
straighten
supervisor
supply/supplies
swimsuit bag
swimsuit
switch

take
tardy
telephone
telephone book
television (TV)
temperature
thermostat
tile
time
today
toilet paper
toilet
too
total
touch
towel
to
tracks
trash
tray
try
turn down
turn in
turn off
turn on
turn up

Page 4 -- Vocabulary List: Housekeeping

under
uniform

Vacant and Dirty
vacant and ready
vacuum
vacuum cleaner
valuable
vanity
vending
vent

wait
wall
want
warning
wash cloth
wash
wastebasket
Watercress
wear
week
wet
window
wine list
wipe off
wipe
work

ORANGE COUNTY PUBLIC SCHOOLS

JOB-SITE ENGLISH PROJECT

BUENA VISTA PALACE HOTEL

HOUSEKEEPING DEPARTMENT

Dialogue 1:

(Guest enters the room. Marta is cleaning)

Guest: Hello, Marta.
How are you today?

Marta: Fine, thank you.
And you?

Guest: I'm fine, thanks, just a little tired from walking.

Marta: Oh, would you like to rest?
I can return later.

Guest: No, that's O.K.
I have to go now.

Marta: O.K. Have a good day.

Dialogue 2:

Room Attendant: Good Morning.

Guest: Good Morning.

Room Attendant: Excuse me. I'll move my cart out of your way.

Guest: Thank you.

Room Attendant: (Moves cart) Have a nice day.

Guest: You, too.

Dialogue 3:

Room Attendant: (Knocks on the door)
Good Morning, housekeeping.

Guest: Just a minute. (Guest opens the door) I'm leaving now.

Room Attendant: I can come back later if you'd like.

Guest: It's O.K. I have to go.

Room Attendant: Thank you. Have a nice day.

Exercises:

1. I'm leaving / going now.

2. I can come back / return later if you'd like.

3. I have to / must go.

Dialogue 4:

(Guest enters room. Anne Marie is cleaning.)

Anne Marie: Hello, sir.

Guest: Hello, Marie. How are you?

Anne Marie: I'm fine, thanks. And you?

Guest: Fine, thank you.

Anne Marie: Are you enjoying your stay?

Guest: Yes, thank you.

Anne Marie: Where are you from?

Guest: I'm from Connecticut.

Anne Marie: Oh, it's very cold there, isn't it?

Guest: Yes, it's not like Florida. We have lots of snow.

Anne Marie: It must be very cold.

Guest: Yes, it is.

Anne Marie: Well, I have to go now. Have a nice evening.

Guest: Thank you.

Anne Marie: Goodbye, now.

Exercises:

1. Where are you from?
   do you come from?
   were you born?

2. I'm from Connecticut.
   Florida
   Georgia
   New York
   Texas
   Alabama
   Canada
   Massachusetts

3. We have lots of snow.
   rain
   wind
   storms

4. It must be very cold.
   warm
   hot
   nice
   pleasant

5. I have to go now.
   leave

6. I have to go now.
   must

Dialogue 5:

(Guest enters room. Paulette is cleaning.)

Guest: Hello, Paulette.

Paulette: Hello, ma'am. How are you today?

Guest: I'm fine, thank you.
Paulette, where are you from?

Paulette: I'm from Haiti.

Guest: How long have you been in the United States?

Paulette: Five years.

Guest: How do you like it here?

Paulette: I like it very much. The weather is warm and I like my job.

Guest: That's great!

Paulette: Well, I have to go now. I'll see you later.

Guest: O.K. Don't work too hard.

Paulette: Thank you. Goodbye.

Exercises:

1. I'm fine, thank you.
   fine, thanks
   great
   well
   very well

2. I'm from Haiti.
   Cuba
   Columbia
   Mexico
   Puerto Rico

3. I've been here five years.
   one year
   two years
   three years
   four years
   five years
   six years
   seven years
   eight years
   nine years
   ten years

4. The weather is warm.
   good
   nice
   pleasant

5. That's great!
   nice
   terrific
   wonderful
   lovely

Dialogue 6:

Room Attendant: (Knocks on door) Housekeeping, good morning.

Guest: Can you come back later? I'm getting dressed.

Room Attendant: Yes, ma'am. I'm sorry that I disturbed you.

Guest: That's O.K. Thank you.

Room Attendant: You're welcome. Goodbye.

Exercises:

1. Can you come back later?
   could
   would

2. I'm getting dressed.
   packing
   busy
   sleeping
   eating breakfast

3. Yes, ma'am.
   sir

4. Housekeeping, good morning.
   good afternoon
   good evening

Dialogue 7:

Room Attendant: (Knocks on door)
Good afternoon, housekeeping. I have the towels you requested.

Guest: Just a minute. (Guest opens the door)
Please, put them in the bathroom.

Room Attendant: Yes, ma'am. Do you need anything else?

Guest: No. Thank you.

Room Attendant: You're welcome. Have a nice day!

Exercises:

1. I have the towels you requested.
   - shampoo
   - glasses
   - stationery
   - blanket
   - pillow
   - soap

2. I have the towels you requested.
   - asked for
   - called for

3. Please, set them in the bathroom.
   - put

4. Please, set them in the bathroom.
   - on the bed
   - on the dresser
   - on the chair
   - on the table
   - on the shelf

Dialogue 8:

Room Attendant: (Knocks on door)
Good afternoon, housekeeping.

Guest: Just a minute. (Guest opens the door)

Room Attendant: Would you like me to return later?

Guest: Yes, please. I'm packing.

Room Attendant: Oh, are you checking out today?

Guest: No, not until tomorrow.

Room Attendant: O.K. Have a nice day.

Exercises:

1. Just a minute.
   Wait

2. Just a minute.
   moment

3. Would you like me to return later.
   come back

4. I'm packing.
   sleeping
   resting
   busy

5. Are you checking out today?
   leaving
   going

Dialogue 9:

Guest enters room.

Room Attendant: Hello. I'm Marta, your room attendant. Welcome to the Palace. Please let me know if you need anything.

Guest: Thank you. Do you have some extra shampoo?

Room Attendant: Yes, it's on my cart. I'll bring it to you.

(Gets shampoos and gives it to the guest)

Room Attendant: Enjoy your stay.

Guest: Thank you.

Room Attendant: Goodbye.

Guest: Goodbye.

Exercises:

1. Please, let me know if you need anything.
   if I can get you anything

2. Please, do you need anything?
   is there anything you need?

3. Do you have some extra shampoo?
   towels
   soap

4. Yes, I need (some) shampoo.
   towels
   soap
   glasses
   stationery
   matches

5. I need another towel.
   blanket
   pillow
   pencil
   pen

Dialogue 10:

(The room attendant is dusting. The guest enters.)

Guest: Hello.

Room Attendant: Hello. I'm almost finished.

Guest: That's O.K. I have to return to a meeting.

Room Attendant: Is there anything I can get for you?

Guest: Yes, I need another pen and stationery.

Room Attendant: They're on my cart. I'll get them

Guest: Thank you.

Exercises:

1. I'm almost finished.

   done

2. I have to return to a meeting.

   to go back

3. I need another pen and stationery.

   a
   an additional
   one more

Dialogue 11:

(The room attendant is emptying the wastebasket. The guest enters.)

Guest: Hi! I have a problem. Can you help?

Room Attendant: I'll try. What is it?

Guest: My button came off and I need to fix it. Do you have a sewing kit?

Room Attendant: Yes, sir. It's in the bathroom. (The Room Attendant gets the sewing kit and hands it to the guest.) Here it is, sir.

Guest: Thank you, Mary. Now I can fix it.

Room Attendant: I'll come back later.

Guest: Thank you, goodbye.

Room Attendant: Goodbye.

Exercises:

1. The Room Attendant is emptying the wastebasket.

   the trash
   the garbage

2. My button came off.

   fell off
   is loose

3. I need to fix it.

   sew
   repair

Dialogue 12:

(The supervisor is checking a room.)

Supervisor: Mary, everything is fine except the carpet.

Room Attendant: I vacuumed the carpet already.

Supervisor: Yes, I see that, but you missed under the table.

Room Attendant: Oh, I forgot. I'll vacuum now.

Supervisor: O.K. Thank you.

Room Attendant: You're welcome.

Exercises:

1. Everything is fine, except the carpet.

   the towels
   the bathroom sink
   the bathtub
   the commode
   the dresser
   the amenities

2. I vacuumed the carpet already.

   cleaned the sink
   cleaned the bathtub
   straightened the dresser
   straightened the shoes
   arranged the towels

Dialogue 13:

(The supervisor comes into a room. Mary is cleaning.)

Supervisor: Mary, I just checked room 423.

Room Attendant: Yes, sir.

Supervisor: You have to go back and clean the telephone.

Room Attendant: Oh, I forgot. I'll go right now.

Supervisor: Thank you.

Room Attendant: You're welcome.

Exercises:

1. You have to go back and clean the telephone.

   return

2. You have to go back and clean the telephone.

   dust the room
   straighten the amenities
   vacuum the carpet

Dialogue 14:

(The room attendant finds the supervisor in the hallway.)

Room Attendant: Carol, I have a problem.

Supervisor: What is it, Mary?

Room Attendant: My assignment list says that 353 is vacant and dirty. There is luggage in the room.

Supervisor: Oh, I'll call the front desk. Do you have any other room you can clean now?

Room Attendant: Yes, room 359.

Supervisor: O.K., clean 359 and I'll let you know about 353.

Room Attendant: Thanks.

Later:

Supervisor: Mary, room 353 is vacant now.

Room Attendant: Thank you. I'll go there next.

Exercises:

1. There is luggage in the room.

   are suitcases

2. I'll go in there next.

   now
   later

Dialogue 15:

Room Attendant: (Talking to supervisor.) Excuse me, Judy.

Supervisor: Yes, what do you need?

Room Attendant: Room 351 is vacant and ready. The guests checked out early.

Supervisor: Did you mark your sheet?

Room Attendant: Yes, I did.

Supervisor: O.K., I'll call housekeeping and tell them. Thank you.

Room Attendant: You're welcome.

Exercises:

1. Excuse me Judy.

   Pardon me

2. Yes, what do you need?

   what do you want
   what's wrong
   what's the matter
   what's the problem

3. The guest checked out early.

   guests

4. The guest checked out early.

   left

5. Did you mark your sheet?

   mark it down
   write it down

Dialogue 16:

(The supervisor has just completed inspecting a room. She sees that there are not enough glasses and towels.)

Supervisor: Mary, I just checked room 357. There are only two glasses and three sets of towels in the room.

Room Attendant: Oh, I forgot. I ran out of glasses and towels on my cart and I forgot to go back.

Supervisor: O.K., but go back now and finish the room, please. Guests are waiting to check in.

(Mary goes to room 357 and completes the job. She returns to the supervisor.)

Room Attendant: I finished room 357 now.

Supervisor: All right. Thanks.

Room Attendant: You're welcome.

Exercises:

1. The supervisor has just completed inspecting a room.

   finished

2. There are only two glasses.

   three towels
   two bars of soap
   three wash cloths

3. I forgot to go back.

   return

4. Finish the room.

   Complete

Dialogue 17:

(Mary has cleaned eight rooms. It is 2:00 p.m.)

Supervisor: Mary, it's 2:00 and you have six rooms left.

Room Attendant: Yes, the rooms were very dirty today.

Supervisor: It's O.K. I'll call housekeeping. They'll send a night room attendent to help you.

Room Attendant: Will I be paid?

Supervisor: Yes, you will be paid, but you will have help.

Room Attendant: O.K. Thank you.

Supervisor: You're welcome.

Exercises:

1. It's 2:00 and you have 6 rooms left.

   2:30
   3:00
   3:30

2. The rooms were very dirty today.

   messy

Dialogue 18:

(Mary has five "make-up room now" signs hanging on doors. She also has four check-outs.)

Supervisor: Mary, you have nine rooms to make up early.

Room Attendant: Yes, ma'am.

Supervisor: I'm going to change some of your room assignments.

Mary: Thank you.

(The supervisor talks with Anne.)

Supervisor: Anne, Mary has too many rooms to make up right away. May I see your assignment list?

Room Attendant: Yes, ma'am. Here it is.

Supervisor: All right. Would you take rooms 358, 359, 361 and 366? I'll give 351, 352, 355 and 367 to Mary.

Room Attendant: O.K., I'm happy to help out Mary.

Supervisor: Thank you. I'll write down the room numbers on your list.

Room Attendant: You're welcome.

(The supervisor returns to speak with Mary.)

Supervisor: Mary, Anne is going to clean rooms 358, 359, 361 and 366. I'm giving 351, 353, 355 and 367 to you. They are not early rooms.

Room Attendant: Thank you. Could you write down the numbers for me?

Supervisor: I'll be glad to. (Writes down room numbers.) Here you are.

Room Attendant: Thank you.

Supervisor: You're welcome.

Exercises:

1. Mary has too many rooms to make up right away.

   now
   at this time

2. I'm happy to help out Mary.

   glad

3. I'll be glad to.

   happy

4. Here you are.

   it is

Appendix G

ORANGE COUNTY PUBLIC SCHOOLS
PIEZO JOB SITE ENGLISH

BLOW HOLE, WEEP HOLE:	Small hole near solder joint caused by trapped gas.
BURNED:	Injured surface caused by excessive heat--discoloration.
CAPACITOR:	Device with two conducting surfaces separated by insulator (Air, Paper, Mica, Glass, Ceramic, er.) stores electrical energy.
PF-PICO FARADS:	Quantity of energy stored in capacitor.
CERTIFICATION:	Verifying required training completed and proficiency demonstrated.
COLD SOLDER JOINTS:	Unsatisfactory solder joint. Nonwetting of surfaces joined. Caused by unclean surfaces and too little heat.
COMPONENT:	Part assembly on component of parts, subassemblies on assemblies mounted together.
CONNECTION:	Electrical contact made to conductive pattern.
VAPOR DEGREASOR OR DEGREASING:	Remove oil or grease from a surface.
DISTURBED SOLDER CONNECTION:	Bad solder connection caused by component movement during cooling of solder.
EXCESSIVE SOLDER CONNECTION:	Bad solder connection--too much solder--completely covers connection.
FLUX:	Prevent or remove oxides on other contamination from materials.
FLUX RESIDUE:	Left on joint after soldering.
FLUXING:	Applying flux prior to soldering.
FRACTURE:	Unsmooth surface when a metal is broken.
GROUND:	Middle lead of the crystal is usually ground. Electrically neutral.
HEAT SINK:	Device used to absorb or transfer heat away from a part.
HEAT SHRINK SLEEVING:	Shrinkable wire on lead insulation.
HOT PLATE SOLDERING:	Hot plate used as a heat source.

ORANGE COUNTY PUBLIC SCHOOLS
PIEZO JOB SITE ENGLISH

INSUFFICIENT SOLDER:	Lack of enough solder for a proper wet. Joint weak and can fracture.
JOINT:	Location where two or more component leads are fastened.
JUMPER:	A direct - wired - electrical connection between two points on a circuit board.
LAND:	Conductive area to which parts or components are attached.
LEAD:	Length of insulated wire more than one inch long.
LUG:	Metal device either soldered or crimped to a conductor used for making a termination.
OVERHEATING:	Burning a metal--the properties are damaged and cannot be restored.
OXIDE:	Combine metal and oxygen--oxide forms faster in elevated temperature.
PART:	Component--resistor, capacitor, relay, crystal, base, case.
PIN:	Part of a connector--socket the other part of a connector.
PW HOLE OR WEEP HOLE:	Imperfection or small hole in metal foil.
PLATING:	Electro-chemical deposits of metal.
POT OR SOLDERING POT:	A vessel for holding molten (melted) metal.
POTTING COMPOUND:	Nonconductive compound for completely covering parts, conductors or assemblies.
PREHEATING:	Raise temperature of part to above room temperature to prevent thermal shock.
PRINTED CIRCUIT ASSEMBLY:	A printed circuit board with parts added.
PRINTED CIRCUIT BOARD:	A non conductible base material with conductive lands, pads and traces.
REPAIR:	Rework and assembly of components.
RESISTOR:	A device to limit current flow and drop voltage.

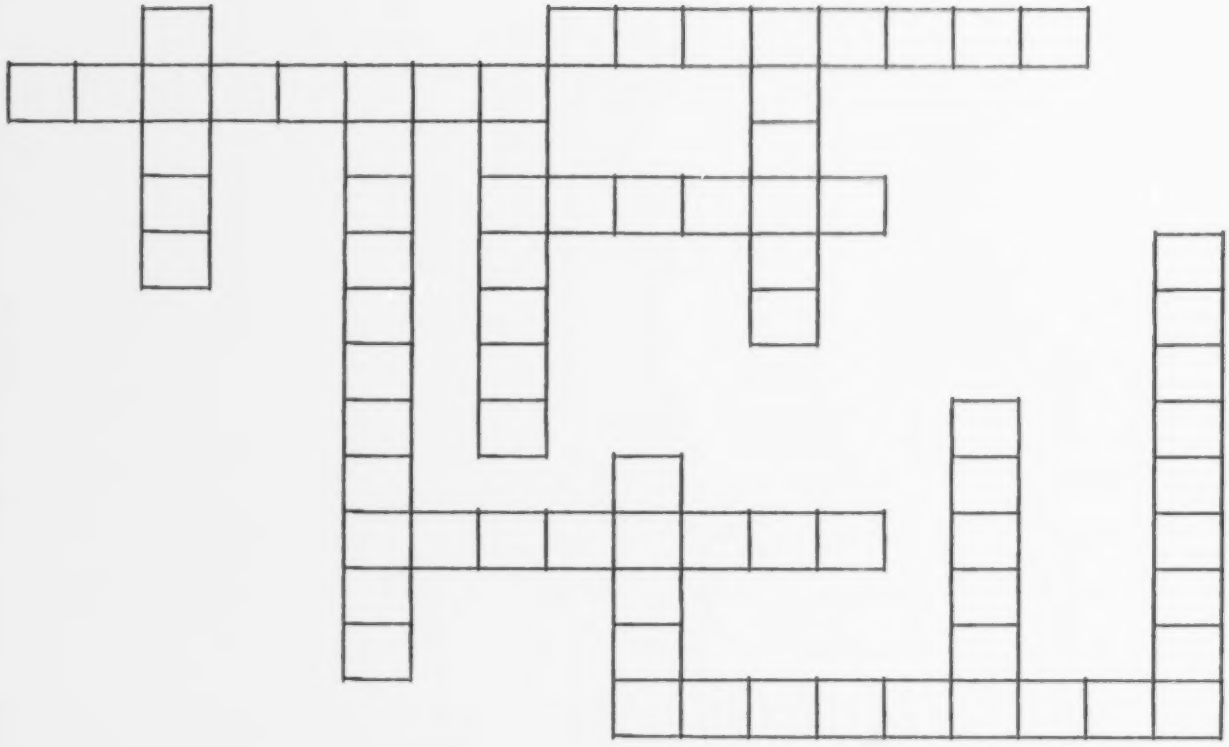
ORANGE COUNTY PUBLIC SCHOOLS
PIEZO JOB SITE ENGLISH

REWORK:	Repair an assembly of components.
ROSIN FLUX:	Noncorrosive, nonconducting compound use to promote wetting.
ROSIN CONE SOLDER:	Wire solder (tin/lead) containing a rosin flux.
SHIELDING:	Metallic covering to prevent magnetic or electro static coupling between adjacent circuits.
SINGLE SIDED BOARD:	Printed circuit board with conductors on one side.
SN:	Symbol for the element tin.
SOLDER:	Metal on alloy to join metal surfaces together-tin 60% and lead 40%.
SOLDERING:	Metal property to be wetted by solder.
SOLDERABILITY:	Process of joinig metallic surfaces together with a metallic alloy without fusion of the base metals.
STRAIN RELIEF OR STRESS LOOP:	Forming component leads in a pattern to prevent component stress.
STRESS LOOP (EXPANSION RAD II:	Forming a slight curve in component leads.
SWAGE:	Terminate a component lead installed in a printed circuit board.
TERMINAL:	A tie point device used for making electrical connections (Bifurcated, hook, pierced, cup, turret.)
TINTING:	Coating solder on conductive paths and terminals.
VOID:	Smooth hole in the solder.
WETTING:	Free flow and spreading of solder--using the right amount of heat.
WICKING:	Solder material on exposed strands of conductor up to and under insulation.
SOLDER WICK:	Tightly braided flat copper wires used to wick up solder off conductive paths and components.

Shade in the letters for each of the words listed below. The unused letters will make a sentence.

S	S	D	N	I	R	G	S	J
O	E	U	B	S	O	P	E	N
A	F	S	P	E	T	T	V	I
E	Y	I	S	P	A	S	O	D
I	S	M	N	A	L	P	L	O
O	R	U	R	T	L	Y	G	N
A	R	E	F	N	I	G	J	T
T	T	O	D	M	C	Y	A	G
F	I	X	C	L	S	U	R	E
L	O	A	P	R	O	N	M	T
A	Y	T	E	F	A	S	P	I
T	I	G	H	T	E	N	A	T
U	N	S	C	R	E	W	N	Y

OSCILLATOR	GRIND	UNSCREW	TIGHTEN
SURE	GLASSES	UPEN	FUSE
SUPPLY	SOLDER	FLAT	SAFETY
FIX	APRON	JAR	GLOVES
RUN	I DON'T GET IT		



ACROSS

2. Name for a worker in a business.
4. Contact with skin means _____.
7. _____ protect the hands.
11. Your company is your _____.
12. An acid and acetone are _____ substances.

DOWN

1. Another word for smells or odors.
3. Printed signs on containers are called _____.
5. Right now (synonym).
6. _____ protect eyes.
8. Catches on fire easily.
9. _____ protect clothing.
10. Poisonous (synonym).

GOGGLES APRONS TOUCHING EMPLOYEE IMMEDIATELY EMPLOYER

GLOVES LABELS FUMES TOXIC CORROSIVE FLAMMABLE

1/SPEVOC/141.4
10/14/85

ORANGE COUNTY PUBLIC SCHOOLS

CURRICULUM AT THE JOB SITE VESOL PROJECT

ELECTRONICS

ASKING FOR HELP AT WORK

A. Conversations

I. Marta Garcia is calibrating crystals at her machine when the fuse blows.

Marta: Excuse me, Pat. Can you help me, please?

Pat: Sure. What's the problem?

Marta: My fuse just broke and I don't know how to change it.

Pat: No problem. Let me show you. First unscrew this screw and take out the fuse.

Marta: I see.

Pat: Now put the new fuse in and tighten the screw. Do you understand?

Marta: I'm not sure. Can you show me again?

Pat: Sure. Put the fuse in and tighten the screw.

Marta: O.K., I get it now. Thanks a lot.

Write T for true and F for false.

_____ 1) Marta Garcia is calibrating a crystal.

_____ 2) Marta's calibrator is broken.

_____ 3) Marta can't change the fuse.

_____ 4) Marta doesn't ask Pat for help.

_____ 5) Pat shows Marta how to change the wire.

_____ 6) Pat is happy to help Marta.

1/SPEVCOC/131
6/25/85

II. Later in the afternoon, Marta runs out of solder for her machine.

Marta: Pat, can you help me, please?

Pat: Sure. What's wrong?

Marta: I've run out of solder.

Pat: You can get some more from the line leader.

Marta: Who's that?

Pat: Its Roberto.

Marta: Where is he?

Pat: He's in the saw room area.

Marta: Thanks, Pat. I'll go and ask him for some more solder.

Write T for true and F for false.

_____ 1) Marta has run out of solder.

2) Pat tells Marta where to go to find some solder.

_____ 3) Marta knows who the line leader is.

_____ 4) The line leader is at the end of the hall near the etching department.

_____ 5) Marta is going to go to the saw room area.

_____ 6) Roberto can help Marta.

III. Kim is reading crystals.

Kim: Jeannie, I think I have a problem.

Jeannie: What is it?

Kim: These crystals won't read correctly.

Jeannie: Did you tune your air gap and hybrid?

Kim: Jeannie, I just tuned the dial on the oscillator (black box).

Jeannie: Kim, you need to tune the hybrid and the air gap on the scope.

Kim: Oh, I know how. I just forgot to do it.

Jeannie: O.K., Kim. You do it and I'll stay with you in case you need help.

Kim: Thanks, Jeannie. I will also check the frequency.

Jeannie: Very good! You did a good job on tuning the hybrid and air gap and on checking the frequency.

Kim: Thank you.

Write T for true and F for false.

_____ 1) Kim is grinding crystals.

_____ 2) Kim's crystals read correctly.

_____ 3) Kim tuned the air gap and hybrid before she tuned the oscillator.

_____ 4) An oscillator is called a black box.

_____ 5) Kim did not know how to tune the air gap and the hybrid.

_____ 6) Jeannie did not have time to help Kim.

_____ 7) Kim also checked the frequency.

_____ 8) Kim tuned the air gap and hybrid correctly after Jeannie helped her.

B. Useful Expressions

1. Asking for help.

a. Excuse me. Can you help me, please?
b. Sure. What's the problem.

a. Excuse me, Pat. Could you help me?
b. Sure. What's wrong?

a. Pat, could you give me a hand?
b. Sure. What's the matter?

2. Stating your problem.

a. I can't fix this machine.
b. Here, let me show you how.

a. I don't know how to fix this machine.
b. Let me explain it to you.

a. How do I fix this machine?
b. Let me help you.

ORANGE COUNTY PUBLIC SCHOOLS JOB SITE ENGLISH
Piezo Technology, Inc.: Company Benefits for Hourly Employees

Type of Benefit	Specific Name	Cost (if any)	Description of Benefit	When Benefit Is Available
Insurance	Life Insurance	Varies according to age and rate of pay	Up to $50,000 is available based on your hourly rate of pay	After 90 days of employment
Insurance	Medical Insurance	Varies according to your selection of coverage Deductibles: a) $100 per hospital visit b) $25 per visit to hospital emergency room c) $25 per non-emergency d) $100 per person per calendar year for all other expenses e) $200 per family per calendar year for all other expenses (The $100 individual deductible must be met for one family member before using this.)	Major Medical: a) $1,000,000 per lifetime b) $1,000 per calendar year for mental and nervous treatment (non-hospitalized) Eligible Dependents: a) Wife or husband (unless legally separated) b) Unmarried child to 19 years of age c) Unmarried full time student child up to 23 years of age	Effective after 90 days of employment for employees working 30 hours or more per week

Type of Benefit	Specific Name	Cost (if any)	Description of Benefit	When Benefit Is Available
Medical Insurance	Coinsurance	Failure to report to Florida Hospital Care Review, Inc., within 8 hours of the start of next working day equals a reduction to 50%. THIS WOULD BE WAIVED IN CASE OF LIFE THREATENING EMERGENCIES.	Employees/dependents must notify Florida Health Care Review, Inc., upon admission to a hospital: a) outpatient, mental and nervous treatment = 50% b) medical expenses as an inpatient when outpatient was available = 70% c) medical expenses after a "non-confirmed" second surgical opinion = 70% -- second surgical opinion = 100% d) generic drug expenses = 90% (after deductible)	After 90 days of employment Effective after 90 days of employment for employees working 30 hours or more per week
Medical Insurance	Weekly Disability	Included in policy	Maximum amount available = $80 Maximum payment = 13 weeks	After waiting 7 days or after using all sick days if you have more than 7 days

Type of Benefit	Specific Name	Cost (if any)	Description of Benefit	When Benefit Is Available
Medical Insurance	Preventative Medical Care	Included in policy	See plan summary	
Medical Insurance	Maternity	Included as regular treatment		
Medical Insurance	Special Maternity	Included in policy	$75	When the mother is in the hospital less than two days
Medical Insurance	Room and Board	Included in policy	Up to the cost of a semi-private room	
Medical Insurance	Eye Examination	Included in policy	100%	One eye examination per calendar year. Any other eye exams (not available for dependents).
Medical Insurance	Chiropractic Expense		See plan summary	
Medical Insurance	Second Surgical Opinion		See plan summary	

Type of Benefit	Specific Name	Cost (if any)	Description of Benefit	When Benefit Is Available
Medical Insurance	Conversion Privileges	Amount of premium	See plan summary	Within 31 days of termination of job.
Dental Insurance	Maximum Benefits for Dental Insurance	Cost of premium	$1,000 per calendar year	See plan summary
Dental Insurance	Orthodontic Expenses	Cost of premium	$1,000 per individual per lifetime	See plan summary
Dental Insurance	Dental Deductibles	$50 per individual $100 per family after one person has paid $50 deductible	See plan summary	
Dental Insurance	Coinsurance		1. Covered preventable services = 100% 2. Covered basic dental procedures after deductible = 80% 3. For covered major dental procedures after deductible = 50% 4. For covered Orthodonic expenses after the deductible = 50%	

Type of Benefit	Specific Name	Cost (if any)	Description of Benefit	When Benefit Is Available
Dental Insurance	Predetermination of Benefits		See plan summary	Must be determined when cost is expected to be more than $100.
Dental Insurance	Preventative	Included in premium	See plan summary	Limited to one or two treatments per year
Dental Insurance	Basic	Included in premium	See plan summary	
Dental Insurance	Major Expenses	Included in premium	See plan summary	
Dental Insurance	Late Entrant Provision	Cost of premium	An employee must enroll prior to 30 days of eligibility or must wait one year	
Dental Insurance	Eligibility of Dependents	Cost of premium	Full time employee working 30 hours or more per week	See plan summary
Dental Insurance	Eligibility of Employees	Cost of premium	1. Wife or husband (unless legally separated) 2. Unmarried child to 19 years of age 3. Unmarried full time student child up to 23 years of age	Enrollment must be within 30 days of employment

Type of Benefit	Specific Name	Cost (if any)	Description of Benefit	When Benefit Is Available
Vacation Leave	Vacation	None	1. 1 week 2. 2 weeks 3. 2 weeks plus 1 day 4. one additional day earned for each year up to a maximum of three weeks	1. After 6 months of satisfactory service 2. After one year of satisfactory service 3. After the tenth year of service 4. Each year after the tenth year of service *Vacation must be taken as follows: a) one day's notice in order to take 2-3 days of vacation b) one month's notice in order to take one week of vacation c) vacation may only be taken for 4 hours or more of time

Type of Benefit	Specific Name	Cost (if any)	Description of Benefit	When Benefit Is Available
Leave	Personal Leave of Absence	No pay received during leave	Employees must take the following leave with warnings as indicated: a) 56 hours before verbal warning b) 64 hours = first written warning c) 72 hours = final written warning d) 80 hours = termination	1. Anytime the employee needs leave not covered by vacation, funeral leave, or sick leave 2. These hours are prorated for employees hired after January 1.
Leave	Sick Leave	None	4 hours per month up to 6 days per year	After 6 months of service
Leave	Funeral Leave	None	1 - 3 days with pay	In case of death of a member of your immediate family

Type of Benefit	Specific Name	Cost (if any)	Description of Benefit	When Benefit Is Available
Paid Holidays	Holidays	None	1. Nine paid holidays are provided each year. 2. Holidays falling on Saturday will normally be observed on Friday. Holidays falling on Sunday will normally be observed on Monday.	1. New Year's Day 2. Spring Holiday 3. Memorial Day 4. Independence Day 5. Labor Day 6. Thanksgiving Day 7. Christmas Day *8. Floating Days (2) *PTI designates 2 other days as holidays.
Bonus Plan	Stock Bonus Plan	None (100% contributed by PTI)	Employees share in the prosperity of the company.	1. First day of the first plan year following 6 months of employment 2. The plan year begins on October 1 and ends on September 30.
School	Tuition Reimbursement	You must pay for the course(s) and then apply after completing the course.	1. Full reimbursement (100%) for courses completed with an "A," "B," or "Pass" in a pass/fail course 2. 50% reimbursement for classes completed with a "C"	After one year of employment

Type of Benefit	Specific Name	Cost (if any)	Description of Benefit	When Benefit Is Available
Leave	Jury Duty/Witness Duty	None	Leave with pay for up to 2 calendar weeks upon presentation of your summons or subpoena.	If you are called to jury duty or summoned to appear in court
Leave	Military	None	Short or long term leave will be granted according to law.	As required by employee for fulfillment of military duty
Banking	Credit Union: Tampa Central Credit Union	One-time only fee of $2 A $50 minimum must be maintained at all times New members are given 90 days to accumulate $50	Savings account Checking account Loans Certificates of Time Deposit Individual Retirement Accounts Travelers' Cheques Money Orders Travel Programs FOR FURTHER INFORMATION, CONTACT THE CREDIT UNION.	When a full time employee
Company Activities	Picnics, Open Houses	As announced (if any)	Family/Employee activities	As announced
Company Activities	Athletic Activities	As announced (if any)	Bowling league, golf league, men's and women's softball leagues	As announced
Awards	Service Awards	None	Service awards for employees who have completed 5, 10, 15, and 20 years of service	Annually

Type of Benefit	Specific Name	Cost (if any)	Description of Benefit	When Benefit Is Available
Cafeteria	Subsidized Cafeteria	Low prices	The company subsidizes (pays the difference) on the cost of food.	Daily
Blood Bank	Central Florida Blood Bank	Voluntary donation of blood by employees of PTI	1. Donations of blood are accepted at the mobile unit of the Central Florida Blood Bank. 2. Blood is available to employees and their families at no cost.	1. The mobile unit of the Central Florida Blood Bank visits twice a year. 2. Blood is available when needed.
Discounts	Employee Discounts	None	Discounts are available to: a) Magic Kingdom Club b) Howard Johnson's c) National Car Rental d) Sea World e) Wet 'n Wild	See Personnel Office for details

Appendix H

ORANGE COUNTY PUBLIC SCHOOLS

Vistana Resort Job Site Project

1. Chemical Name

2. Common Name

3. Location at Work

4. First Aid Treatment/Antidotes

	Symptom	Treatment
A. Eye Contact		
B. Skin Contact		
C. Ingestion		
D. Inhalation		

5. Safe Handling Procedures

6. Health Effects

7. Emergency Treatment

8. Cleanup of Leaks and Spills

9. Flammability, Explosion and Reactivity

10. Rights and Duties of Employees

Florida Right-to-Know Law, Chapter 442, Florida Statutes, 442.116

1/SPEVOC/139
10/01/85

Appendix I

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Appendix J

SITUATIONS

SKILLS

	Pronunciation			Structure			Vocabulary			Fluency		
	Start	Mid	Finish	Start	Mid	Finish	Start	Mid	Finish	Start	Mid	Finish
Counting back change												
Responding to guests' questions about store items												
Dealing with a sale												
Giving directions												
Others												

EVALUATION

1. Low level -- extremely difficult to understand
2. Understandable with careful attention
3. Understandable with some effort
4. Easily understood

100

Appendix K

Evaluation: EPCOT/JAPAN
Job-Site English
Orange County Public Schools

Part I (oral section to be taped)

Presenter: I would like to buy this pearl necklace. The price tag says $132.00. How much will the total be including tax?

Student Response:

Presenter: Here are two one hundred dollar bills. I'm sorry, but I don't have anything smaller.

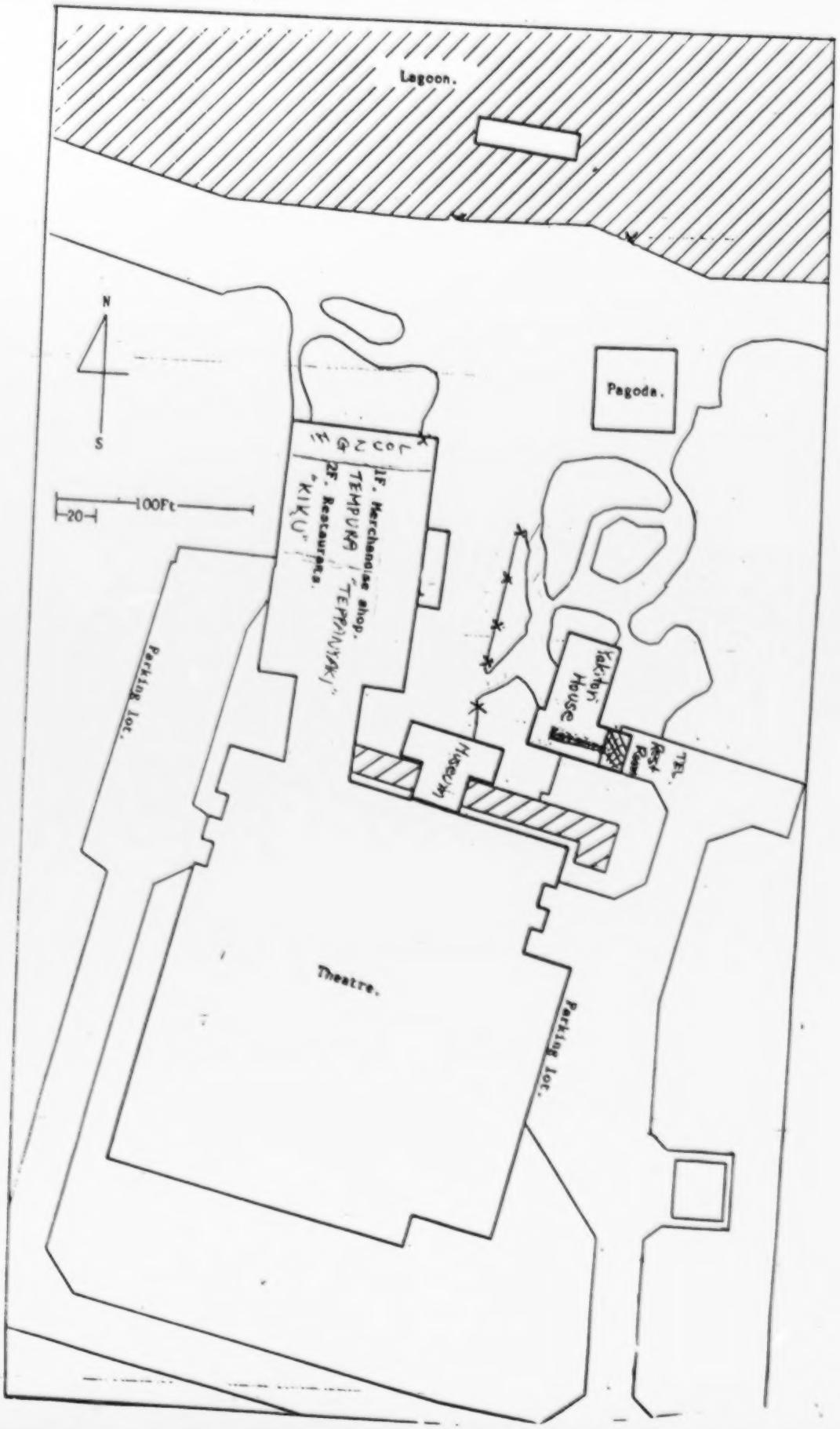
Student Response:

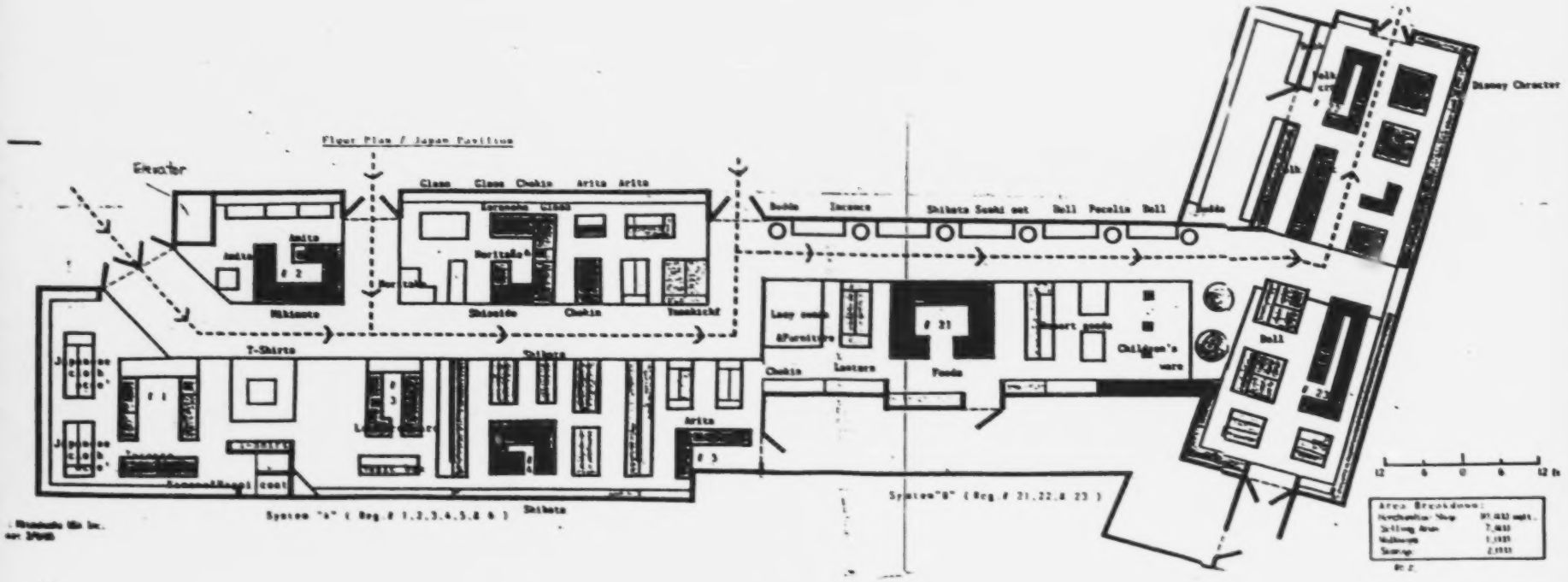
Part II - Students are to pronounce the following pairs of words (to be taped).

1.	lay	_____	12.	tale	_____	23.	world	_____
	ray	_____		tare	_____		whirled	_____
2.	lush	_____	13.	bleed	_____	24.	weather	_____
	rush	_____		breed	_____		whether	_____
3.	leap	_____	14.	glow	_____	25.	that	_____
	reap	_____		grow	_____		thatched	_____
4.	load	_____	15.	flock	_____	26.	clothe	_____
	road	_____		frock	_____		cloth	_____
5.	belly	_____	16.	flute	_____	27.	than	_____
	berry	_____		fruit	_____		thank	_____
6.	pilot	_____	17.	pond	_____	28.	teethe	_____
	pirate	_____		pound	_____		teeth	_____
7.	palace	_____	18.	shot	_____			
	paris	_____		shout	_____			
8.	elect	_____	19.	fond	_____			
	erect	_____		found	_____			
9.	tile	_____	20.	pot	_____			
	tire	_____		pout	_____			
10.	owl	_____	21.	witch	_____			
	our	_____		which	_____			
11.	wall	_____	22.	wine	_____			
	war	_____		shine	_____			

1/SPEVOC/152
02/05/86

WORLD SHOWCASE
THE AMERICAN ADVENTURE
ITALY
JAPAN
MOROCCO
FRANCE
America Gardens
CHINA
RENAISSANCE FOOD FESTIVAL (SEASONAL)
UNITED KINGDOM
N
MEXICO
CANADA
World Showcase Plaza
ODYSSEY RESTAURANT
WORLD OF MOTION
COMMUNICORE EAST
COMMUNICORE WEST
JOURNEY INTO IMAGINATION
Walt Way
Walt Way
HORIZONS
THE LAND
EARTH STATION
(Epcot Center Information)
(Future site of THE LIVING SEAS)
Guest Complete Center
Stroller & Wheelchair Rental
Sun Bank
UNIVERSE OF ENERGY
ENTRANCE PLAZA
Lost & Found/Package Pick-up
Group Sales
Bus Information
Kiosk Club
Monorail Station
Handicap Parking
Bus Parking
LEGEND
WorldKey Information Satellites
Wheelchair Rental
First Aid
Telephone
Bus Stops
Restrooms
Kodak "Photo Spot" Symbols indicate prime photo-taking locations
FUTURE WORLD
©1984 Walt Disney Productions


Lagoon.
N
S
20
100Ft
Pagoda.
1F. Merchandise shop.
2F. Restaurants.
"TEMPURA"
"KIKU"
Parking lot.
Yakiton House
Hospital
TEL
Rest Room
Theatre.
Parking lot.


Floor Plan / Japan Pavilion
Elevator
Glass
Glass
Chokin
Arita
Arita
Suzuki
Nikisuke
Shinsuke
Chokin
Yamakichi
T-Shirts
Shibata
Arita
Shibata
Bonsai
Incense
Shibata Sushi ant
Doll
Pocelin
Doll
Disney Character
Lacquerware
Chokin
Lantern
Pearls
Children's ware
Doll
System "A" (Reg # 1,2,3,4,5,6)
System "B" (Reg # 21,22,23)

122

105

123

Part III - Directions

Section A: Students will be presented a floor plan of the store and a plan of the Japanese pavilion (oral section to be taped).

Presentor: A guest walks up to your register and asks "Where are the restrooms?"

Student Response: Student refers to floor plans while responding.

Section B: Fill in the blanks with the appropriate prepositions in order to complete the following directions.
(Students will be presented with a plan of EPCOT Center.)

In order to go from the entrance to the Land Pavilion you must walk _____ _____ Spaceship Earth and continue straight _____ _____ you reach the main fountain located _____ _____ Communicore East and Commnicore West. You must then turn _____ and follow the walkway _____ the Communicore West building. After you reach the other side of Communicore West you will see the Land Pavilion directly _____ you.

Part IV - Choose the best response to the following situations.

1. A guest comes into the store and complains loudly because the bag that he was carrying tore causing him to drop and break the new saki set which he had just purchased from you. He is very angry and he feels that you should replace the saki set without charging him any additional money. You should:

   A. Calmly say that it is not your problem and that there is nothing that you can do to help him.

   B. Become angry and tell the guest that it is impossible to give him a new saki set and that he should have been more careful.

   C. Politely say that you are sorry that this has happened; however, you cannot replace the merchandise. Also, tell him that you would be happy to call the manager so that he may discuss the problem directly with the manager.

   D. Tell the guest that you are very busy and that you don't have time to help him. Then tell him that he should come back later in the day when the store is not so busy so that he can talk with a manager.

Part IV (continued)

2. The store is very busy and you are working at the register. There are ten people lined up at your register waiting to pay and you are working as quickly as possible. While you are collecting the money from a guest a young woman walks up to you and says, "Excuse me, but I can't find the origami paper. Can you tell me where it is please?"

   A. Ask her to go the end of the line and explain that you will answer her question as soon as it is her turn.

   B. Say "just a minute, please", and then finish waiting on the guest whom you are helping. Then answer her question before you attend to the next guest who is waiting in line.

   C. Stop what you are doing and answer her question immediately.

   D. Do not answer the question and just continue what you are doing.

3. You are working at the register and there are six people waiting in line to pay. You are busy with a guest when a young man comes up to you and says "Please let me pay for these items now because I have a dinner reservation at the French Pavilion in five minutes." You should:

   A. Ask him to wait just a minute while assuring him that it won't take very long, and then continue helping the guests who are already in line.

   B. Stop what you are doing and wait on the man before attending to the guests who have been waiting in line.

   C. Not respond to the guest's request and continue to wait on the guests who are standing in line.

   D. Politely ask the guest to please wait at the end of the line and assure him that it will only take a few minutes and that the French Pavilion will hold his reservation for fifteen minutes.

4. A guest comes into the store and screams at you because the plate which he has just paid for is broken. He insists that it was already broken when he bought it. He begins to use profane (bad-strong) language and he is speaking very loudly. You should:

   A. Politely ask the guest to calm down and tell him that you will call the manager to come and talk with him.

   B. Become angry and scream back at the guest also using profane (bad) language.

   C. Ask him to please talk more calmly and assure him that you checked the plate when you sold it to him and it wasn't broken then. Also offer to call the manager so that the guest can discuss the problem with your supervisor.

   D. Offer to either refund the money or give him a new plate at no additional cost.

Part IV (continued)

5. You have an appointment at 9:00 a.m. with Leo McGugan. You should:

   A. Arrive at five minutes before nine.

   B. Arrive at exactly 9:00 a.m.

   C. Arrive at five minutes after nine.

   D. Arrive at ten minutes after nine and say that you're sorry that you are late.

6. You have been invited to an informal dinner at a friend's house. Your friend told you that you should arrive at around 7:00 p.m. You should:

   A. Arrive at least a half an hour early in order to help your friend to get ready for the party.

   B. Arrive at exactly 7:00 p.m.

   C. Arrive at about fifteen or twenty minutes after seven.

   D. Arrive at 9:00 p.m.

7. You meet an American friend when you are on your way to the English class. You stop to talk with him for a few minutes, but you don't have much time because the class starts in five minutes. You need to end the conversation so you:

   A. Walk away while the other person is still talking.

   B. Say "goody-by" and leave.

   C. Say, "I have to go because I have my English class now."

   D. Say, "I'm glad that I saw you, but I have to go because I have a class now. I'll see you later."

8. You are at the Contemporary Hotel and you want to go to the restaurant at the top of the hotel. When the elevator stops there are already six other people on it. When you get on the elevator you should:

   A. Smile and say "Hello," making individual eye contact with each person on the elevator.

   B. Smile and say "Hello," but stand as far away from the other people as possible.

   C. Not make eye contact with the individuals in the elevator and stand as far from the other people as possible.

   D. Shake hands with the other people in the elevator.

Part IV (continued)

9. You have been invited to a dinner party at an American friend's house. When you arrive your friend introduces you to a young man. You should:

   A. Lower your eyes and bow your head slightly as you say "Hello."

   B. Smile and say, "Nice to meet you."

   C. Step back and smile, but not look directly at the person when you say, "Nice to meet you."

   D. Step forward, look directly at the person, smile and offer your hand while saying, "Nice to meet you."

Part V - Section A: Choose the correct meaning of the following vocabulary items.

1. unrelated

   A. kin to, associated with
   B. not associated with, not kin to
   C. the same as
   D. a long distance away from

2. to disagree

   A. to speak in a manner that is difficult to understand
   B. to speak different languages
   C. to have the same ideas or opinions
   D. to differ in ideas or opinions

3. monolingual

   A. unable to speak
   B. speaking only one language
   C. speaking many languages
   D. using only one tone of voice when speaking

4. transatlantic

   A. going between the Atlantic and Pacific Oceans
   B. going under the Atlantic Ocean
   C. going over the Atlantic Ocean
   D. going across the Atlantic Ocean

5. worthless

   A. something that is very valuable
   B. something that has little value
   C. something that has no useful value
   D. a person who has no money

Part V (continued)

6. political

A. a polite person
B. an impolite person
C. having to do with politics
D. dealing with public relations

Section B - Change the following nouns to adjectives by adding the appropriate suffix.

1. fool _____
2. friend _____
3. person _____
4. danger _____
5. poison _____
6. noise _____
7. power _____
8. artist _____

Appendix L

ORANGE COUNTY PUBLIC SCHOOLS

JOB SITE ENGLISH PROJECT
PRE/POST TEST: BUENA VISTA PALACE
HOUSEKEEPING DEPARTMENT

Name _____ Date _____

Test Administered By: _____

I. Read the words:

_____	1. mirror
_____	2. soap
_____	3. telephone
_____	4. lamp
_____	5. bed
_____	6. drapes
_____	7. bathtub
_____	8. sheets
_____	9. pillow
_____	10. glasses
_____	11. key
_____	12. enter
_____	13. fire
_____	14. low
_____	15. restaurant
_____	16. security
_____	17. guest
_____	18. newspaper
_____	19. Florida Magazine
_____	20. wastebasket

II. Fill out the application:

Date _____

Name: _____
First Middle Last

Social Security Number: _____

Address: _____
Street

_____
City State ZIP

Telephone: _____

Position Desired: _____

Salary Desired: _____

Date Available for Work: _____

Citizen of U.S.A. YES_____ NO_____*

*Visa or Alien Number: _____

III. Answer the questions?

WEEKLY TIME CARD

Name: SUSAN JONES

Week of March 23-29, 1986

DAY	IN	OUT	IN	OUT	Total Hours
Sunday	7:00	12:00	1:00	4:00	8
Monday	7:30	11:30	12:30	3:30	7
Tuesday	- - -	- - - -	OFF - -	- - - -	- - -
Wednesday	7:00	11:00	12:00	3:00	8
Thursday	7:30	11:00	12:00	4:30	7-1/2
Friday	7:30	11:30	12:30	3:30	7
Saturday	7:30	11:30	- - - OFF - - -		4

1. How many days did Susan work this week?

_____ 7 _____ 6-1/2 _____ 6 _____ 5-1/2 _____ 5

2. How many hours did Susan work this week?

_____ 37-1/2 _____ 39-1/2 _____ 40 _____ 41-1/2 _____ 42-1/2

3. How many hours of overtime did Susan work this week?

_____ 1 hour _____ 1-1/2 hours _____ 2 hours _____ 2-1/2 hours

IV. Read the following room numbers:

1. _____ 619
2. _____ 231
3. _____ 455
4. _____ 1507
5. _____ 748
6. _____ 976
7. _____ 1490
8. _____ 324
9. _____ 1812
10. _____ 581

V. What do the following mean?

1. STOP
2. DO NOT DISTURB
3. MAKE UP ROOM NOW
4. CAUTION, WET FLOOR
5. DO NOT ENTER
6. QUIET
7. NO SMOKING
8. FLAMMABLE
9. POISON
10. FIRE EXTINGUISHER

VI. Conversation

1. A guest asks for more towels. What do you say?
2. Where is the Outback dining room?
3. You enter a room to clean. What do you do first?
4. You need more shampoo for your cart. What do you do?
5. The vacuum cleaner is broken. What do you do?

Appendix M

ORANGE COUNTY PUBLIC SCHOOLS

JOB-SITE ENGLISH PROJECT

Course Evaluation

Please evaluate the course by indicating your feelings in the blanks provided.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

I. Materials

A. The materials used in the class were at the appropriate level of difficulty. _____

B. The materials helped me with my pronunciation of English. _____

C. The materials helped me with my comprehension of English. _____

D. The materials helped me to better understand and respond in class. _____

II. Course Content

A. The information presented in the course was useful to me on my job. _____

B. The classes helped me to understand and deal more effectively with the guests in the specific situations discussed in class. _____

C. The classes helped me to understand and deal more effectively with guests in general situations. _____

III. Instructor

A. The instructor spoke English in a manner that was easily understood by students. _____

B. The instructor was available and able to answer students' questions. _____

C. The instructor was interested in student progress. _____

D. The instructor was enthusiastic about the subject matter. _____

I would recommend this class to my colleagues. Yes ☐ No ☐

I would like to continue this class. Yes ☐ No ☐

Additional comments:

Appendix N

Orange County Public Schools
Job-Site English Project
Management Evaluation

Please complete this evaluation of the Job-Site English Project classes and return to:

Sheila Smith
Orange County Public Schools
Job-Site English Project
P. O. Box 271
Mail Station 302
Orlando, FL 32802

If you have any questions concerning the evaluation form, please call Sheila Smith at 422-3200, extension 310.

Position of person completing this evaluation:

Management _____ Supervisory _____

Name and address of your company:

_____

_____

_____

Date: _____

Project Evaluation

Please evaluate the Job-Site English Project classes by indicating your response in the blanks provided.

1 = Strongly Agree
2 = Agree
3 = Disagree
4 = Strongly Disagree

Course Content

1. The course was designed to include curriculum useful to the employees. _____
2. The classes helped limited English speaking employees to understand and deal more effectively with other employees, clients, and/or guests in general situations. _____
3. The classes helped limited English speaking employees to understand and deal more effectively with other employees, clients, and/or guests in specific situations. _____
4. The Job-Site English classes helped limited English speaking employees to understand English on the job. _____
5. The Job-Site English classes helped limited English speaking employees to communicate in English on the job. _____

Materials

6. The materials used in the Job-Site English classes were appropriate for the needs of the students. _____
7. The materials helped the limited English speaking employees with their speaking of English on the job. _____
8. The materials helped the limited English speaking employees with their understanding of English on the job. _____

Instructor(s)

9. The instructor(s) was (were) well prepared. _____
10. The instructor(s) spoke English in a manner that was easily understood by the limited English speaking employees. _____
11. The instructor(s) was (were) available and able to answer students' questions. _____
12. The instructor(s) was (were) interested in student progress. _____
13. The instructor(s) was (were) enthusiastic about the subject matter. _____

Summary Evaluation

14. The Job-Site English Project was successful in improving the level of English of limited English speaking employees. _____
15. I would recommend this project to other businesses and/or industries. _____

Additional Comments:

Appendix O

JOB SITE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES FOR HOTELS

Question:
1. What is job site English for Speakers of Other Languages for Hotels?

Answer:
The job site English for Speakers of Other Languages program offers a unique partnership between your hotel and English language instruction. Relevant Vocational English classes for employees will be provided on site.

Question:
2. Who benefits and how?

Answer:
Increasing the English language skills of employees will help your hotel:
- Improve employee communication with supervisor, co-workers and guests
- Improve cross-cultural understanding
- Increase job safety
- Increase productivity
- Increase upward mobility of workers
- Develop increased self-confidence and self-sufficiency, thereby enabling them to be more effectively integrated employees
- Decrease employee turnover
- Decrease employee training time

Question:
3. What will this program include?

Answer:
The job site English for Speakers of Other Languages program will provide a language instruction packet including a qualified instructor and a curriculum which incorporates LISTENING, SPEAKING, READING, WRITING and PRONUNCIATION skills into the following components:

A. Job specific language including:
   - Names of supplies and equipment
   - Safety language

B. Specific language of your hotel including:
   - Greetings
   - Time sheets and work schedules
   - Phoning in sick
   - Understanding paychecks
   - Communication with supervisor, co-workers and guests

Question:
4. How is job site English for Speakers of Other Languages implemented?

Answer:
- Classes will take place at your hotel.
- Classes will be provided at no charge to your hotel.
- Classes must have an enrollment of at least fifteen students.

1/CIS/110
01/14/85

JOB SITE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

NEEDS FROM EMPLOYERS

1. Adequate class space--quiet, good ventilation and lighting, (small conference room).

2. Necessary furniture and equipment--tables, chairs, chalkboard, or easel with newsprint, equipment for job.

3. Company publicity about programs (bulletin board, guest comment cards, buttons, newsletter).

4. Job related materials--job description, sign-in sheet, benefits package, employee "bonus" plan (for money savings suggestions) etc.

5. Company liaison to meet with teachers on a regular basis (at least one hour per week.

6. At least one-half to full release time for employees is suggested.

7. Reward for completion of program (certificate, letter in personnel file, etc.).

1/CIS/110.4
02/06/86

EMPLOYER CHECK LIST

DATE _____

1. Name of Company _____
2. Address _____
3. Phone Number _____
4. Director or Manager _____
5. Extension Number _____
6. Best days and hours to contact _____
7. Name of liaison _____
8. Extension Number _____
9. Best days and hours to contact _____
10. Length of class _____
11. Time of day _____
12. Number of classes per week _____
13. Days of classes _____
14. Length of each program _____
15. Incentive for attending and completing program _____
    a. Bonus _____
    b. Raise _____
    c. Time-off _____
    d. Full time commitment from employer _____
    e. Paid for attending class plus certificate _____
    f. Other _____

1/CIS/110.1